Lesson Plans

Term 3

(Level 2)

Lesson Plan
(English)

Level: 2

Term: 3

Week: 1

Communication	Reading	Writing	Assessment
▪ Hard and soft sound of "**g**" ▪ Introduction and greeting	▪ Poem "**Traffic Lights**"	▪ Sentence writing	✓

Level: 2 Term: 3 Week: 1 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- Compare and recognize the hard and soft **g** sound.

2. Function: Practising the two different sounds of letter- g

3. Activity: Phonics Tasks

4. Material: Worksheet, (**hard and soft g**), a chart

5. Procedure:

a. Write on the board and explain that the letter **g** has two different sounds.

Sometimes **g** sounds like **goat** — Sometimes **g** sounds like **giraffe**

- Ask from the student and add more words into the lists on the board. Help them by adding the following:
  - **rag, stag, anger, sing, hanger**
  - **age, rage, stage, cage, engine, gem**

b. Drill for practice.

Write the following lines on chart and display it on the board. Write the sound of the words in bright colours. (Prepare the chart before the class begins)

- g - sound for giraffe	**- g - sound for goat**
George the **giant** is in a **rage.**	And here, **Grann**, **Greta** and **Gregory Grot**.
He has lost his **gem.**	They all set to **go** for pony **game.**
The **giraffe** is in a **cage.**	Clip, clop, clip,
The **giraffe** has the **gem.**	Trip, Trop, Trip,
	Grip, Grop, Grip,
	Here they **go**, they went and **gone**.

c. Choral drill

Give a drill on each line.

Spend some time on the **giraffe** sound and then move to the **goat** sound.

d. Work sheet

Follow the procedure as given in the worksheet.

6. Follow up:

"Write five words which rhyme with **goat** and write five words which rhyme with **giraffe".**

Free writing -------------- (5 Mins.)

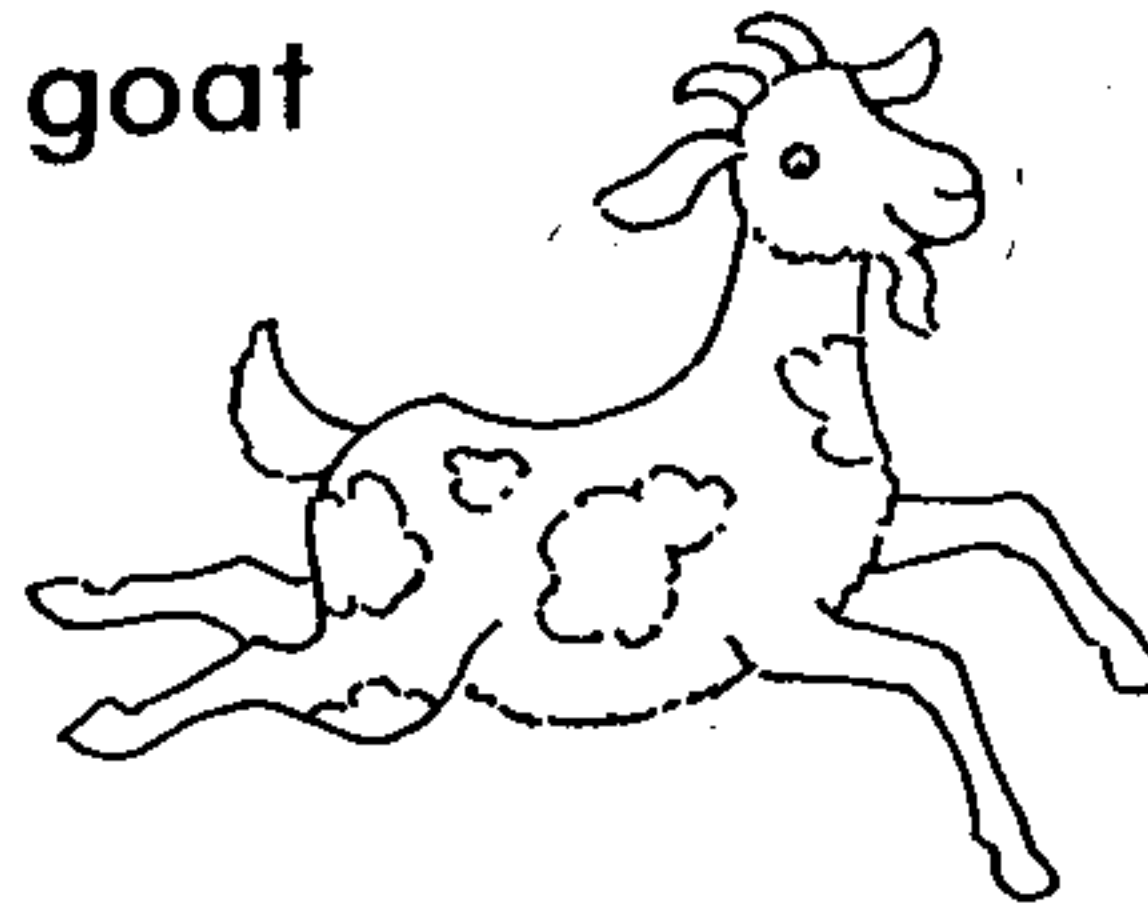
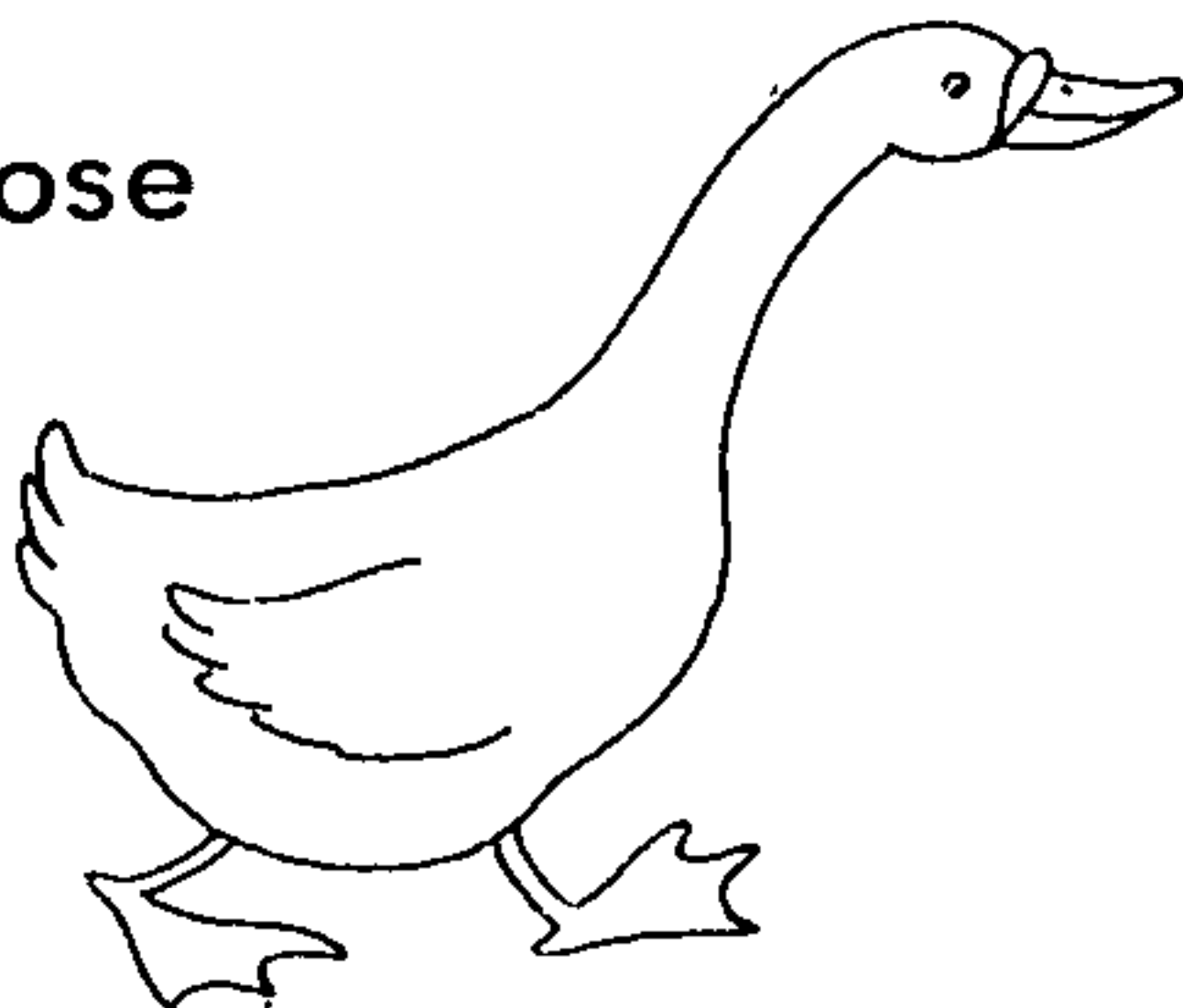
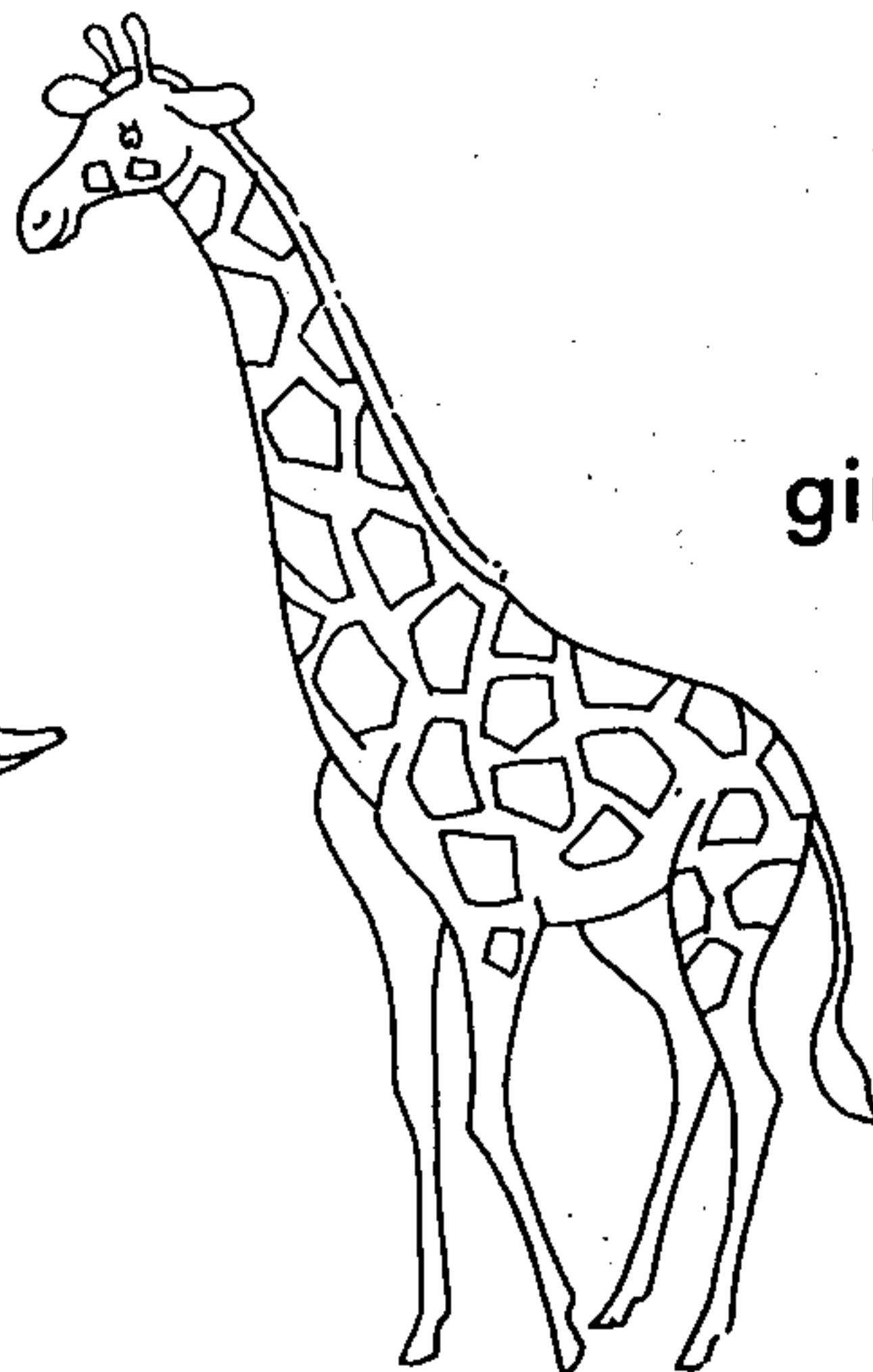
Level: 3 Term: 3 Week: 1 Day: 1	Worksheet	Communication

Hard and soft g

The letter g has two different sounds.
Sometimes g sounds like goat.
Sometimes g sounds like giraffe.

Say the name of each picture. Draw a circle around the picture if you hear the g sound that begins goat. Draw a square around the picture if you hear the g sound that begins giraffe.

giant

goat

giraffe

goose

Skill: comparing the hard and soft g sounds

Level: 2 Term: 3 Week: 1 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- introduce each other
- greet each other

2. Function: Introducing and greeting

3. Activity: Dialogue exchange

4. Material: None

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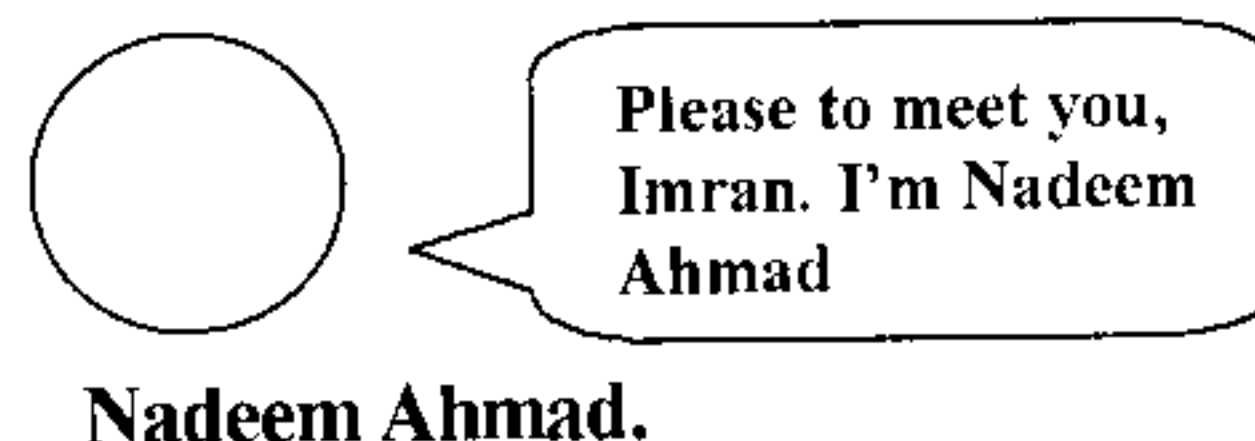
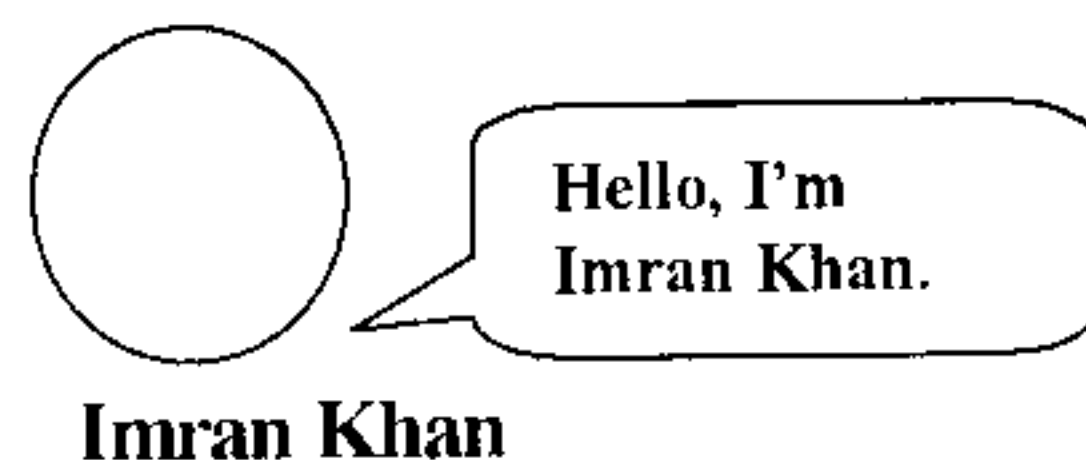
5. Procedure:

a . Presentation.

- Ask your learners what we do when we meet each other. (In Urdu, mother tongue and English)
- Ask when we meet someone for the first time then what we say.

b. Practice

- Draw two figures on the board and give names to them. Write the dialogue.

- Stand in front of each picture one by one and say the dialogue aloud for each figure.
- The class first listens then repeats after you (Many times).
- Then divide the class into two sections or groups. One repeats Imran's lines and second repeats Nadeem's lines after you (Many times)
- Then exchange the dialogue between the groups.

c. Role play.

- First call two sharp students and ask them to say the dialogues before the class using their own names.
- For the role-play, involve other students of your class.

Note: Remember to use contraction and intonation, stress on the main words in the dialogues.

Level: 2 Term: 3 Week: 1 Day: 3	**lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- Recite poem and enjoy its rhythm.

2. Skills: Pleasure reading

3. Topic: Poem "Traffic lights"

4. Material: Poem page. **(Traffic Lights)**

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5. Procedure:

a. Pre – reading
- Talk about traffic lights, check by asking questions how much knowledge they have about traffic lights. e.g.
  1. How many colors come at the traffic signals?
  2. When the traffic stops, what is the color of the light at the signal?

b. Procedure:
- Follow the suggested procedure.
- Ask them to underline the verbs in the poem.

6. Follow up:

"Students will copy the poem in their H/Work copies and draw a signal light with it".

Free Writing -------------- (5 Mins.)

Traffic Lights

'Stop' says the red light,
'Go' says the green,
'Change' says the amber one,
Blinking in between.

That's what they say
And that's what they mean.
All must obey them,
Even the queen.

amber: the amber light says 'get ready'.

Level: 2 **Term: 3** **Week: 1** **Day: 4**	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:-
   - organize words in a form of a sentence.
   - develop the structure of a sentence
2. **Function:** Understanding the structure of a sentence.
3. **Activity:** Sentence writing from the substitution Table
4. **Material:** Worksheet (**Make your own sentences)**

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5. **Procedure:**

a. Explain the difference between **noun**, **verb** and **helping verb** on the board by an example sentence.

Shakeel **will** **come.**

- Mix up the words in wrong order and explain the concept of subjects and verb.
- Give more examples on the board.

come **will** **Shakeel**

b. Worksheet.

Follow the given procedure on the Worksheet.

c. Class work.

Ask them to copy the sentences in their C/Work copies.

c. Follow up: Task C

Level: 3 Term: 3 Week: 1 Day: 4	Worksheet	Writing

Make Your Own Sentences

Use one word from each colored box. Write the word in the matching ▭. Make as many sentences as you can.

noun	helping word	verb
Sue Dan Mom She He	does can will can not will not	play jump color read run

1.			
2.			
3.			
4.			
5.			
6.			

Bright Ideas
Use another sheet of paper to write more sentences.

Skill: reviewing sentence writing skills

Level: 2
Term: 3 Assessment
Week: 1
Day: 5

Task I: Write the rhyming words for each.

goat	giraffe
________	________
________	________
________	________

Task II: Put the words in order to make a sentence.

1. Sue read. not can

   ____

2. Will run. not he

   ____

3. Mom not jump. does.

   ____

Task III: Put them in alphabetical order. (2)

Elephant Ant Zebra Fox

______ ______ ______ ______

Task IV: Complete the dialogues.

St.1 Hello, I'm Rizwan.

St.2 ________ . I'm Saleem.

Lesson Plan
(English)

Level: 2

Term: 3

Week: 2

Communication	Reading	Writing	Assessment
▪ Blends "**bl, cl, pl**" Talking about timetable	▪ Text: **"In the class room"** ▪ Reading aloud, class work	▪ Study skill	✗

Level: 2 Term: 3 Week: 2 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:

- Recognize consonant blends.

2. Function: Practising the consonant blends **bl, cl, pl,**

3. Activity: Reading Aloud, colouring.

4. Material: Work sheet No.1 **(Reading Aloud)**, Worksheet No. 2 **(blends bl, cl, pl,)**

5. Procedure:

a. Write the consonant blends with examples on the board and explain what blend means

(The two consonants together blend to make one sound)

bl : black , block

cl : clock , cloud

pl : plate , play

b. Work sheet No.1

Task I

- Read aloud for choral drill.

Task II Read together

- Read aloud along with your students in rhyming tone.

c. Work sheet No.2

- Follow the procedure of the **Worksheet.**

6. Follow up: "Write two words for each blend **bl, cl, pl** (Total 6 words).

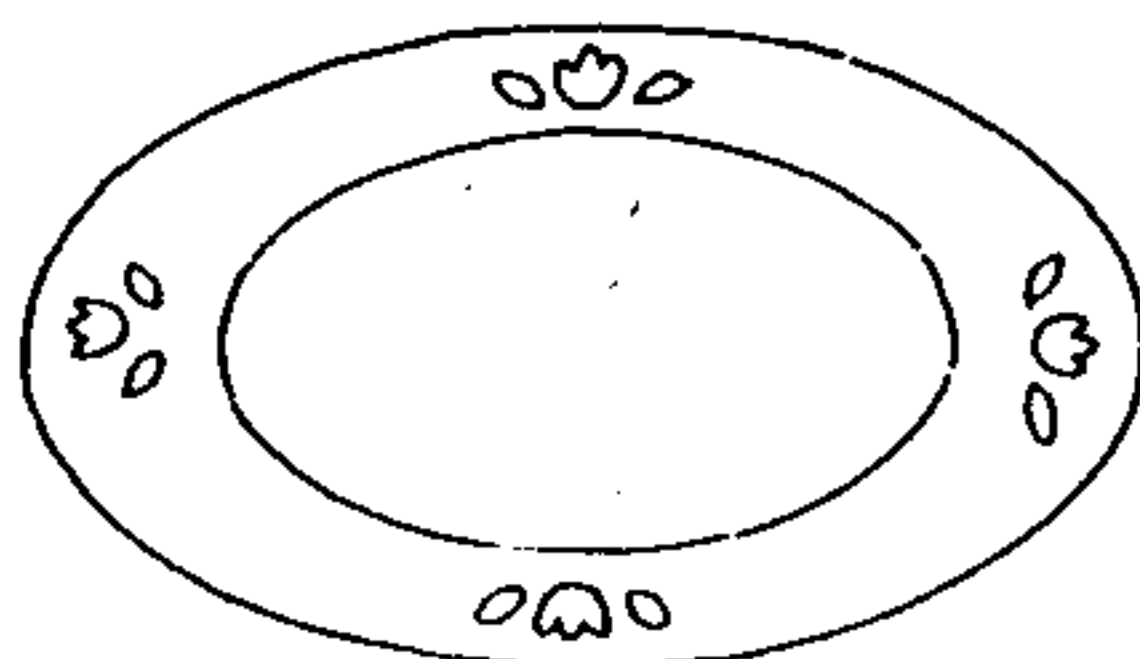
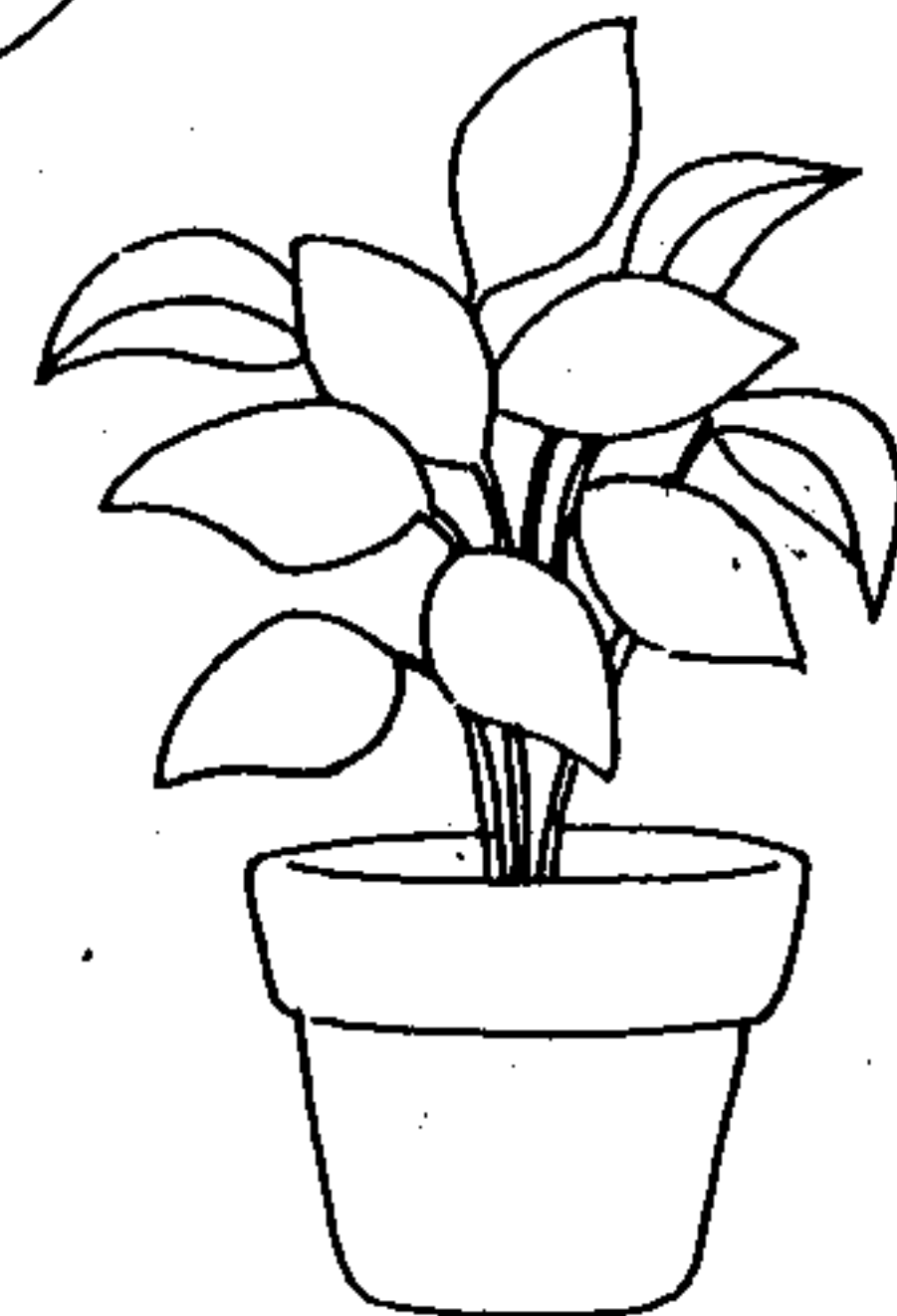
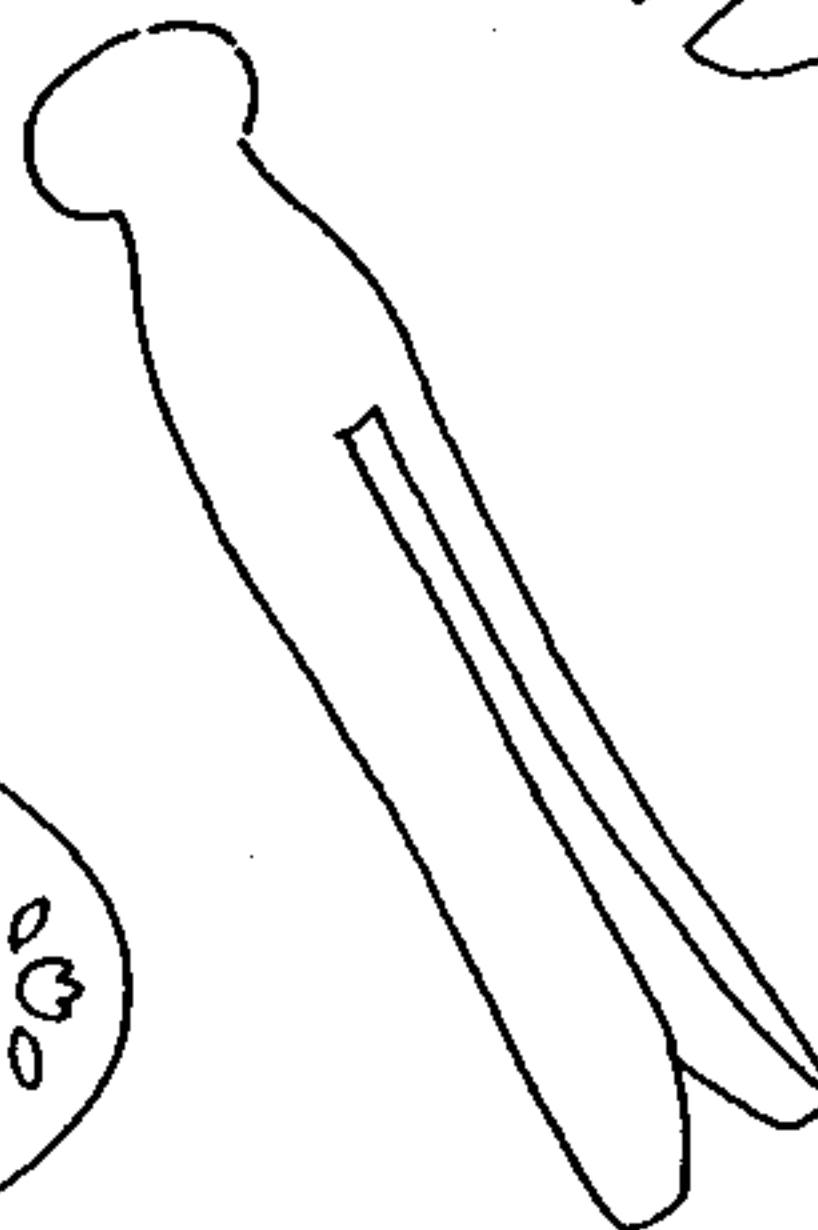
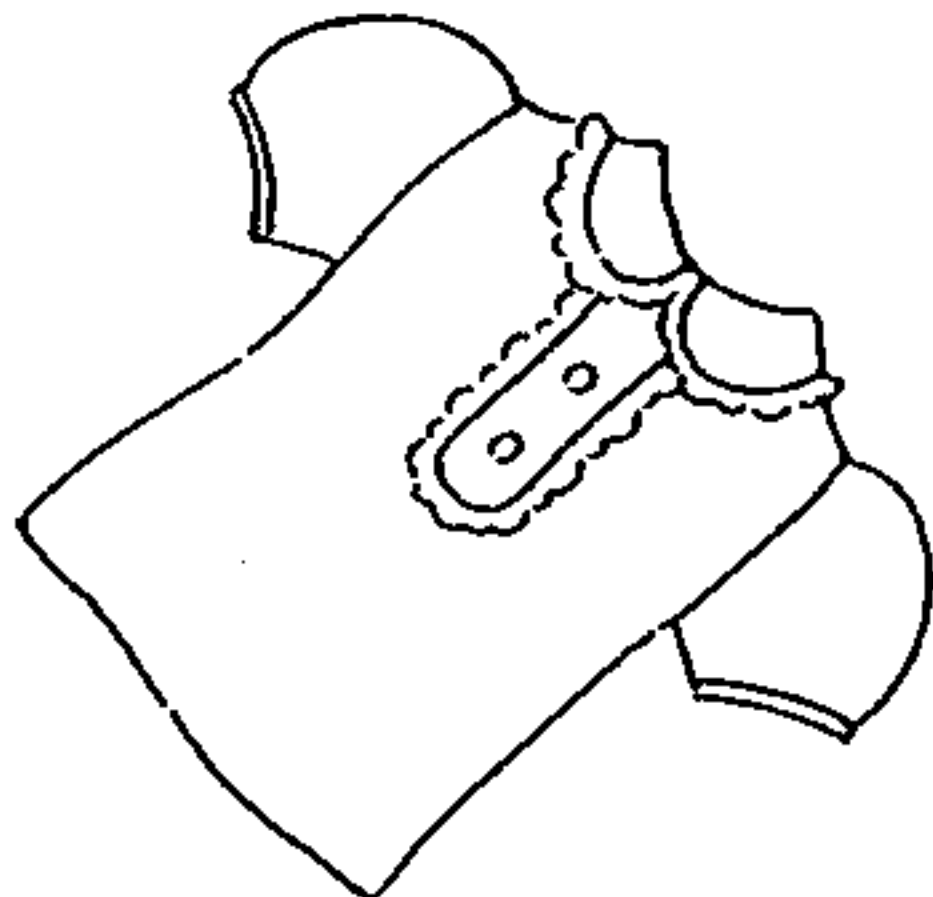
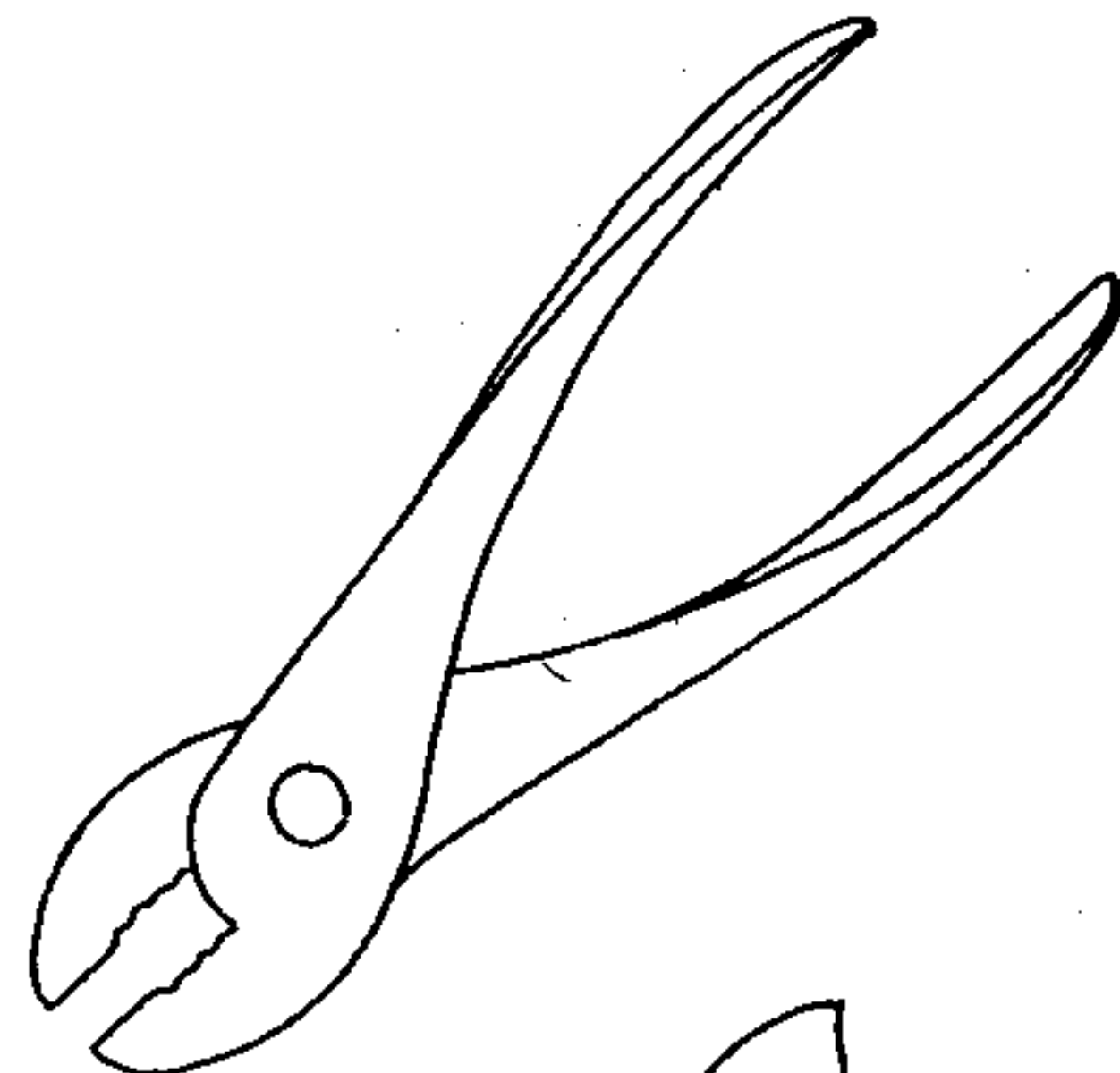
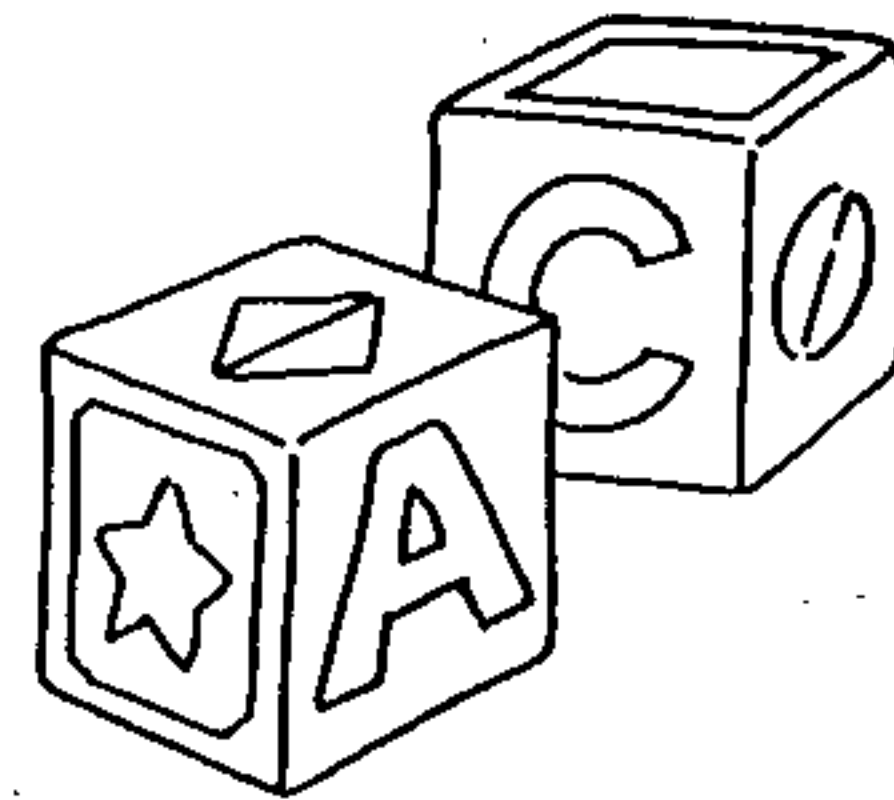
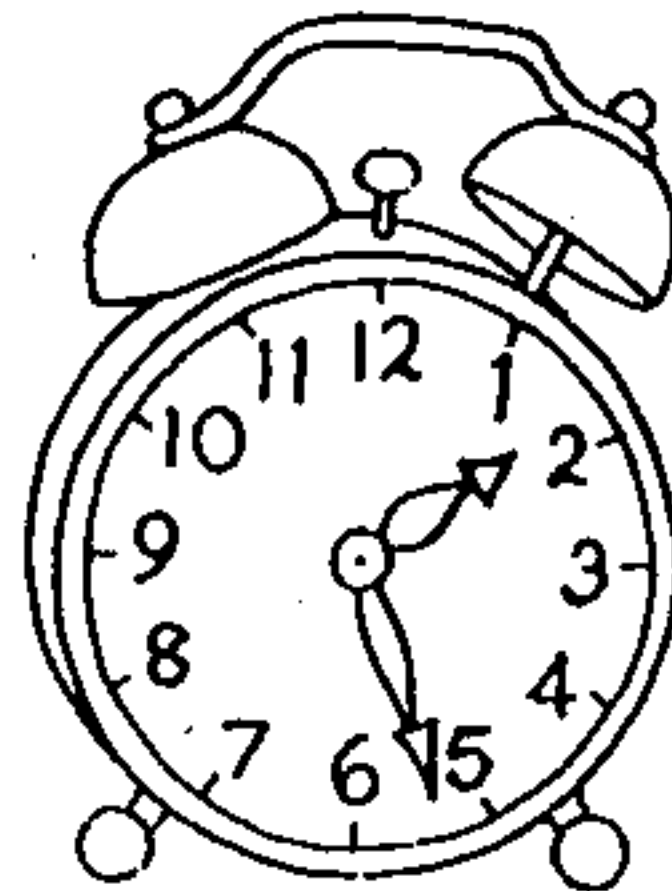
Free Writing ------------------- (5 Mins.)

Level: 2 Term: 3 Week: 2 Day: 1	Worksheet (No. 2)	Communication

Blends bl, cl, pl

bl = blouse
cl = clock
pl = plate

Say the name of each picture.

If it begins with:
bl – color it blue
cl – color it red
pl – color it green

Bright Ideas
Say a word beginning with pl, cl, or bl. Your friend says one back, (black-blink). How many can you say before you run out of words?

Level: 2 **Term: 3** **Week: 2** **Day: 2**	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - talk about their time table
   - talk about this routine
2. **Function:** Talking about time table
3. **Activity:** Listening and gap filling
4. **Material:** Worksheet (**This is Azra's time table**)

5. Procedure:

a. Presentation.

Talk about their own subjects and Timetable.
Tell them what they are going to do.

b. Worksheet. (This is Azra's Timetable)

Distribute worksheet. Students will listen and write the names of subjects in the boxes according to the time- table after listening. Explain the task and read the following text aloud for listening.

c. Peer checking and Feed back.

- Ask the questions in the following pattern:
  1. **Does Azra have Urdu on Saturday?**
  2. **How many times does she have Urdu in a week?**
  3. **At what time does she have Urdu on Saturday?**
- Form questions on each subject, its time and day and ask as many questions as you can. You should also ask some wrong questions for the practice of **doesn't**.

6. Follow up: Draw your own time table like Azra's".

Listening text

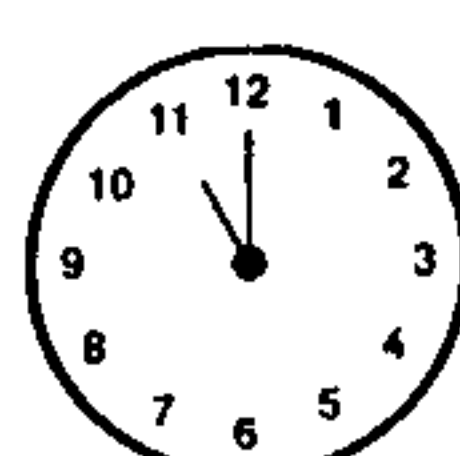
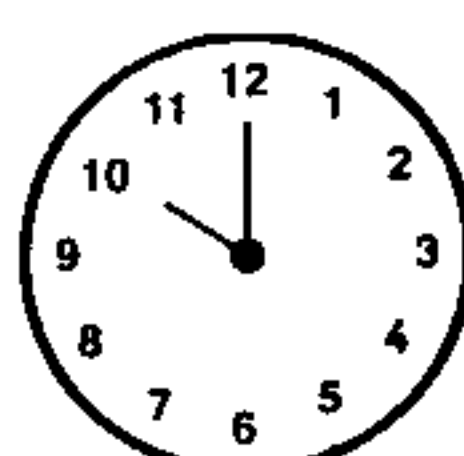
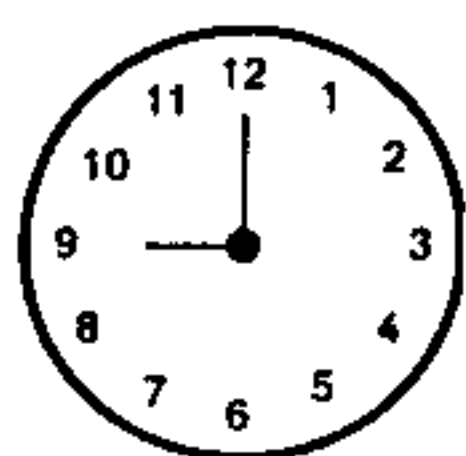
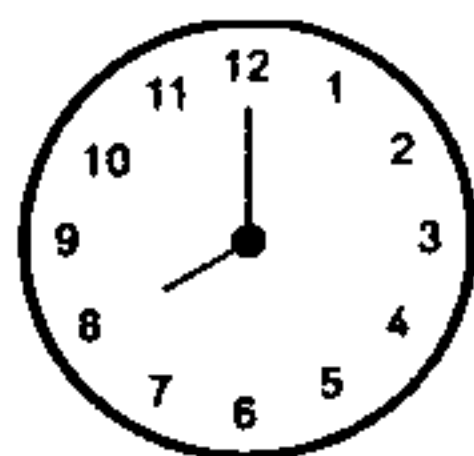
On Saturday, Azra has Urdu at eight O'clock and Islamiat at ten O'clock.

On Sunday she has Urdu at nine O'clock and English at eleven O'clock.

On Monday she has English at eight O'clock and Social studies at eleven O'clock. On Tuesday she has Islamiat at nine O'clock and Mathematics at ten O'clock. On Wednesday she has Science at eight O'clock and English at nine O'clock. On Thursday she has Social Studies at nine O'clock and Mathematics at eleven O'clock.

Level: 2 Term: 3 Week: 2 Day: 2	Worksheet	Communication

Task: Listen to what your teacher says and fill up Azra's the Timetable with the name of the subjects

This is Azra's timetable

Time Table

Day	*Subjects*	*Subjects*	*Subjects*	*Subjects*
Saturday				
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				

Level: 2 Term: 3 Week: 2 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- Read the text with comprehension.
- Skim and scan
- Understand vocabulary lines

2. Skills: Reading comprehension (Reading Silently)

3. Topic: "In the classroom"

4. Material: Text page (**In the classroom**), Work sheet.

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5. Procedure:

a. Pre – reading

Talk about your own class room, its seating, children, charts or any other thing related to it.

b. Worksheet

Distribute the text page.

- Ask them to:
  - Read the picture.
  - Count the children
  - Guess what they are doing.
  - Underline the names of children in the text.
  - Label (write) the names of children.

c. Reading comprehension (Worksheet)

Task A

Task B

Task C

Peer checking and feedback follows at the completion of each task.

Level: 3
Term: 3
Week: 2
Day: 3

Reading Text

In the classroom

The children are in the classroom.
Sara sits next to Julie.
George sits next to Andy.
The girls are writing stories.
George reads his book.
Andy is drawing a picture.

Level: 2 **Term: 3** **Week: 2** **Day: 3**	**Worksheet** **(In the class room)**	**Reading**

Task A: Tick ✓ the sentences that are true.

1. The children are in school.
   The children are in bed.

2. Julie sits next to Paul.
   Julie sits next to Sara.

3. Andy and George sit next to each other.
   Andy and George do not sit next to each other.

4. George is painting.
   George is reading.

5. One of the boys is drawing a picture.
   One of the girls is drawing a picture.

Task B: Complete the sentences, filling each blank with "<u>is</u> or <u>his</u>"

1. The boy reads ______________ book.
2. The desk ________________ in the classroom.
3. Andy has finished ________________ writing.
4. Now he _____________ drawing a picture.
5. Paul goes to school with _____________ sister.

Task C: Write the sentences, putting in capital letters and full stops in the right places. Notice that the name of the childrens have capital letters

1. the boys and girls are in school

   ____

2. andy sits next to george

   ____

3. the children are working hard.

   ____

4. sara and julie are writing.

   ____

Level: 2 Term: 3 Week: 2 Day: 4	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - read with fluency
   - read with crect pronunciation
2. **Skill:** Reading Aloud
3. **Topic:** Previous Lesson (In the classroom)
4. **Material:** Text Page **(In the classroom)**

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5. Procedure:

a. Reading aloud **(20 Minutes)**

Follow the suggested procedure.

b. Comprehension questions (class work copies) **(20 Mins.)**

Write the following questions on the board and ask them to read the text of **Day 3** (In the classroom) again to write the answers in their C/Work copies.

1. **Where are the children?**
2. **Who sits next to Julie?**
3. **Who sits next to Andy?**
4. **What are the girls doing?**
5. **Who is drawing a picture?**

6. Follow up: "Repeat the **Task B**

Level: 2 Term: 3 Week: 2 Day: 5	**Lesson Plan**	**Writing**

1 . Objectives: To enable the learners to:
- develop the sense of alphabetical order

2. Function: learning to read a dictionary

3. Activity: Word Order

4. Material: Worksheet **(Study Skill)**

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5. Procedure

a. Pre- Writing

Write any five words on the board and ask them to give number according to alphabetical order.

b. Worksheet

- Distribute worksheet
- Read the topics
- Ask them to read all the words aloud
- Help them to do task A
- Rest of the work will be done in pairs

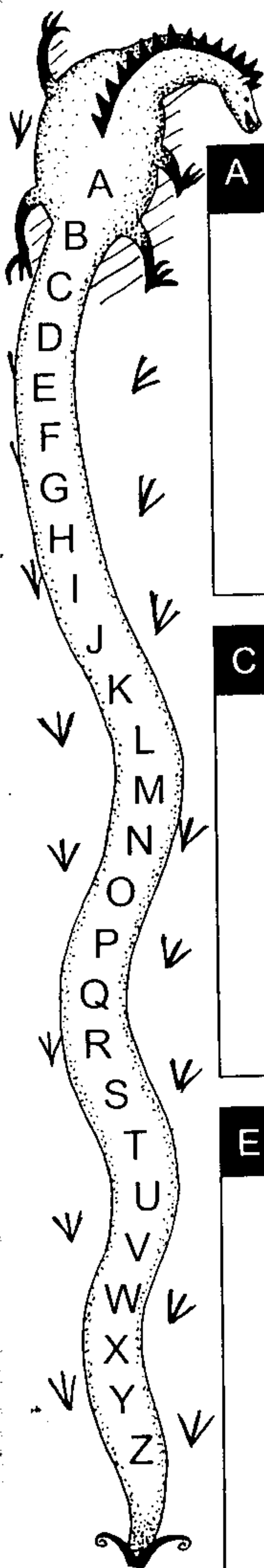
Peer checking and feedback

6. Follow Up: Ask them to choose own word from each box and write them all in alphabetical order

Free writing ---------------------- (5 Mins.)

Level: 3 Term: 3 Week: 2 Day: 5	Worksheet (Study Skill)	Writing

Put these words in alphabetical order according to the first letter of their names.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A Animals

tiger rabbit sheep

1 ______________

2 ______________

3 ______________

B Animals

hedgehog fox elephant gorilla

1 ______________

2 ______________

3 ______________

4 ______________

C Cities

Cairo Brussels Dublin

1 ______________

2 ______________

3 ______________

D Cities

Moscow Oslo London Nairobi

1 ______________

2 ______________

3 ______________

4 ______________

E Countries

Canada Egypt Denmark

1 ______________

2 ______________

3 ______________

F Write the names of four children in alphabetical order

1 ______________

2 ______________

3 ______________

4 ______________

Lesson Plan
(English)

Level: 2

Term: 3

Week: 3

Communication	Reading	Writing	Assessment
▪ Blends "**fl, gl, sl**" ▪ Listening comprehension "**Kovic Family**"	▪ Extensive reading	▪ Understanding the subject and predicate	✓

Level: 2 Term: 3 Week: 3 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:

- Recognize the consonant blends **fl, gl, sl.**

2. Function: Practising the sounds of consonant blends

3. Activity: Reading aloud, finding the sounds

4. Material: Worksheet No. 1 **(Reading Aloud), worksheet No. 2 (blends fl, gl, sl)**

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5. Procedure:

a. - Explain the concept of blends.
Write the blends on the board and give example of the words, which began with those particular blends.

b. **Work sheet No. 1**

Work sheet No. 2

6. Follow up: "Write Two rhyming words for each consonant blend – **fl** – **gl** – **sl**.

Free Writing ------------------ (5 Mins.)

Level: 2 Term: 3 Week: 3 Day: 1	Worksheet No. 1 (Reading Aloud)	Phonics

A. Read aloud in chorus.

fl. flag, flap, flute, flood, flat, flower

gl: glass, gloves, grass, glad, glue, global

sl: sleep, sledge, slum, slap, slim, slip

B. Read together (Aloud)

- A flag is flying on the top of the hill and is flopping in the wind.
- Glam put on the gloves and glued the glider with gum.
- Can you sleep in a sledge when it is slipping down on a slope.

Level: 2		
Term: 3	Lesson Plan	Communication
Week: 3		
Day: 1	No 2	

Blends fl, gl, sl

Draw a circle around the pictures in each row whose names begin with the blend in the box.

fl = flower
gl = glasses
sl = slide

Skill: recognizing consonant blends fl, gl, sl

Level: 2 Term: 3 Week: 3 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- listen and understand the text
- listen and follow

2. Function: Describing person

3. Activity: Labelling

4. Material: Worksheet **(The Kovic Family)**

5. Procedure

a. Pre Listening

Distribute the worksheets and prepare your learners for listening.

b. 1st Listening

Read the text aloud in a very comfortable speed (not very slow) and ask the learners to write the names of persons (only) at the worksheet page against each person when they are listening.

c. 2nd Listening.

Read the text again and ask the learners to write the age of the person under his/her name.

d. 3rd Listening

Read out for the third time and tell them to listen attentively because they are going to answer the questions when listening is over.

How many children do they have?

1. **Who is the youngest one?**
2. **Who is the eldest one?**
3. **Who is not happy?**
4. **Who has a bicycle?**

Peer checking and Feedback follows each task

e. Oral Work

Ask them to look at the picture and say few sentences about it.

6. Follow Up: Student will be asked to write few lines about the Kovic Family

Listening Text

This is a picture of the Kovic family. There are four children in this family. The boys are Jack and Mike and they are fourteen and twelve year's old. Jack is on his bicycle. They have two sisters. One is Linda who is sixteen years old. Mary is the youngest and she is ten years old. Mary is not happy in this picture. There are some books in her hands. Their father, Mr. Kovic is forty-four years old and Mrs. Kovic is forty.

This is a happy family.

Level: 2 Term: 3 Week: 3 Day: 2	Worksheet	Communication

The Kovic family

Level: 2 **Term: 3** **Week: 3** **Day: 3**	Lesson Plan	**Reading**

1. **Objectives:** The learners will be able to:
   - Read and enjoy reading.
2. **Skill:** Extensive reading.
3. **Topic:** None
4. **Material:** Selected story books.

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5. **Procedure:-**

- Select the books one day before.
- Follow the suggested procedure, given to you at the orientation workshop.

Free Writing ----------------- (5 Mins.)

Level: 2 Term: 3 Week: 3 Day: 4	**Lesson Plan**	**Writing**

1. Objectives:
The learners will be able to:
- Choose the words and construct sentences.
- Write meaningful sentences.

2. Function:
Understanding the structure of a sentence – focus on subject and predicate.

3. Activity:
Substitution Table

4. Material:
Worksheet **(Making sentences)**

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5. Procedure:

a. Pre-writing

- Distribute worksheets.
- Explain the task properly.
- Ask them to read the words of the sentences and explain how the words make sense. Explain the role of subject and predicate, by giving examples.
- Write examples on the board.

b. Worksheet (Pair work)

- Explain the Task properly Working on the worksheet

Peer checking and Feedback

c. Class work

- Ask them to copy sentences from the worksheet in their classwork copies.

6. Follow up:
Repeat Task C

Level: 3 Term: 3 Week: 3 Day: 4	Worksheet	Writing

Making Sentences

A sentence must make sense.

Draw a line to the best ending.

	1. The duck	went up in the air.
	2. My puppy	is quacking at me.
	3. The balloon	will bark.

4. The bees	will read the book.	
5. Ann and Mike	is in the garden.	
6. The rabbit	are buzzing.	

Find a sentence you like. Write it on the lines.

Skill: matching subjects and predicates of sentences

Level: 2 Term: 3 Week: 3 Day: 5	Worksheet	Assessment

Task I: Write three rhyming words for each. (4)

fl ________ ________ ________

bl ________ ________ ________

sl ________ ________ ________

pl ________ ________ ________

Task II: Complete the sentences. (1)

1. My English period begins at ________.
2. My school starts at ________.

Task III : (3)

1. How many sisters and brothers do you have?

____

2. Who is the youngest in your family?

____

3. Who is the eldest in your family?

____

Task IV: Read the text and complete the sentences. (4)

This is our classroom. The girls are reading story books. Azam is drawing a picture of a dog. Nazia sits next to Azam. She is also drawing a picture. The boys are writing stories.

The girls are reading ________ books.

________ sits next to Nazai.

Nazia is ________________.

________ are writing stories.

Lesson Plan
(English)

Level: 2

Term: 3

Week: 4

Communication	Reading	Writing	Assessment
▪ Blends "**pr, br, dr**" ▪ Asking for help and identifying problems	▪ Text: "**In the playground**" ▪ Reading aloud, class work	▪ Sequencing and ordering the events	X

Level: 2 **Term: 3** **Week: 4** **Day: 1**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- Recognize the consonant blends **pr, br, dr.**
- Pronounce the blends properly

2. Function: Practising the consonant blend sounds

3. Activity: Drill, Spy Game.

4. Material: Worksheet. **(Blends pr, br, dr.)**

5. Procedure:

a. Write the consonant blends on the board along with examples and give them choral drill. Take more words for the students, if they can.

pr	br	dr
pram	broom	drum
prep	bread	drink
pray	brush	drop
praise	brick	dry
print	bride	dream

b. **Work sheet**
Follow the instructions of the work sheet.

c. **Word Spy Game.**
- Clear the board before starting the game. Ask the students to sit in pairs.
- Explain how the game will be played. Tell them not to worry about spellings. It can be done after the game. If you feel that your students would not be able to write words then they can play it orally.

Procedure
1. Students take out their class work copies.
2. You say, e.g. Spy – something that begins with pr.
3. And the students write the rhyming words on their copies. Spend only half minutes on each word.
4. Repeat two or three times for each blend.

d. **Feed back.**
Ask them to raise their hands who have written words. The winners will stand up and others will give clap him / her.

5. Follow up: Students will rewrite two words for each blend.

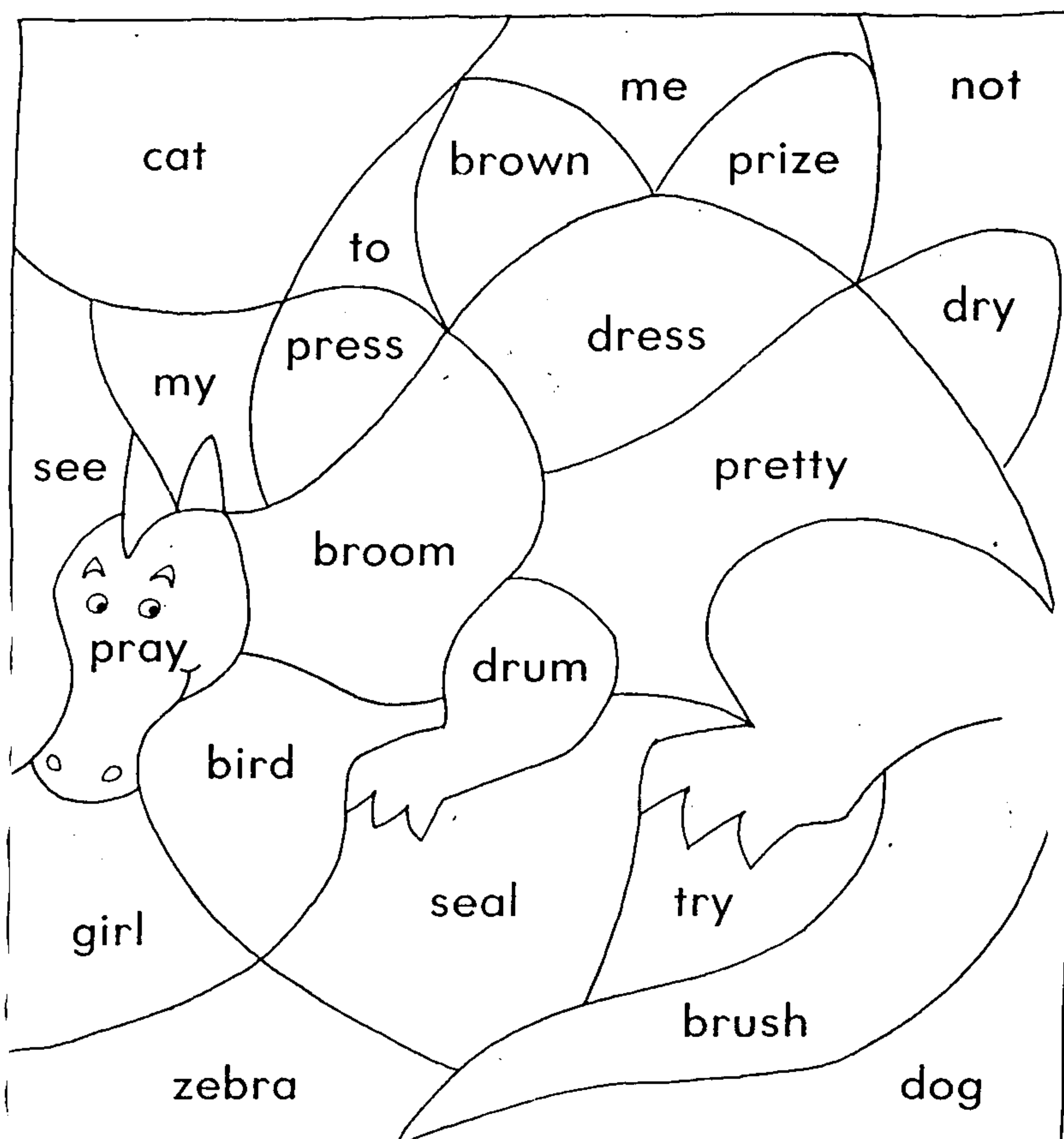
Free Writing ---------------- (5 Mins.)

Level: 2	Lesson Plan	Communication
Term: 3		
Week: 4		
Day: 1		

3lends pr, br, dr

pr = present
br = broom
dr = drum

Look at the words.
If it begins with:

pr – color it red
br – color it yellow
dr – color it orange

Skill: recognizing consonant blends pr, br, dr

Level: 2 **Term: 3** **Week: 4** **Day: 2**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- seek help for their problem
- make request

2. Function: Asking for help and identifying problems

3. Activity: Dialogue practice

4. Material: None

5. Procedure

a. Presentation.

Classroom. | Teacher

Roughly draw a sketch of a classroom on the board.

- Ask your students what they will say if they need some help from their Teacher.
- Listen what they say (In any language) and then write the dialogue under the boxes of Teacher (Tr.) and Classroom.

St. **Excuse me, Sir.**
Tr. **Yes, Akbar.**

St. **Please help me, Sir. This is a very difficult question.**
Tr. **Yes, it is. I'll tell you right now.**

b. Practice.

1. Say Akbar's dialogue and the class repeats after you and then say Teacher's dialogue and the class repeats. (Many times)
2. Now the class says Akbar's dialogue and you say your own.
3. Then you say Akbar's lines and the class repeats yours.
4. Divide the class into two Sections/Groups. Group one says Akbar's line and Group two repeats teacher's lines. Then exchange the turn.
5. **Role-play. (Further practice)**
   You provide a new situation at the board and call a pair to say the dialogue of Akbar and Teacher. The teacher will use the real name of the student and will talk about the new situation, using the given dialogues.

Situations:

'This is a difficult word.'
difficult sum.'
difficult sentence.'
difficult exercise.'

Note: Remember to use contraction and intonation. Highlight the words which require rising tone (Stress) in a sentence

Level: 2 Term: 3 Week: 4 Dav: 3	**lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- Read and understand the text
- Skim and scam.

2. Skills: Reading Comprehension (Reading Silently).

3. Topic: "In the playground"

4. Material: Text page **(In the play ground)**, worksheet.

---

5. Procedure:

a. Pre – reading.

Ask the following questions.
1. Where do you play in school?
2. What games do you play in the playground?
3. Which game do you like to play?

b. Text page.

- Talk about the picture and ask few questions.
- Ask your learners to underline the names of children given in the text and label the names on the picture.

c. Reading comprehension (Worksheet)

- Now distribute the worksheets and ask them to do the task one at a time.

Peer checking and feedback follows each task.

Task A

Task B

Task C

6. Follow up: "Repeat **Task A** in your H/Work copies"

Level: 2	
Term: 2	Reading Text
Week: 4	
Day: 3	

In the playground

The children are in the playground.

Sara is eating an apple.

Paul is eating crisps.

Mark is kicking a ball.

Julie and Kay are running across the playground.

George is standing by the gate.

Level: 2 Term: 3 Week: 4 Day: 3	Worksheet (In the play Ground)	Reading

Task A : Mark ✓ the five sentences that are true.

1. The children are inside.
   The children are outside.

2. It is daytime.
   It is nighttime.

3. Sara has a banana.
   Sara has an apple.

4. Mark catches the ball.
   Mark kicks the ball.

5. George is not running.
   George is running.

Task B : Write these, filling each blank with "a" or "an".
Notice that we say a ball but an apple.

___________ orange	___________cake
___________ bus	___________uncle
___________ car	___________horse
___________ apple	___________ elephant
___________ dog	___________island

Task C : coat milk cake bicycle book

1. Which one would you eat? ___________
2. Which one would you read? ___________
3. Which one would you wear? ___________
4. Which one would you ride? ___________
5. Which one would you drink? ___________

Level: 2 Term: 3 Week: 4 Day: 4	**Lesson Plan**	**Reading**

1. Objectives: To enable the learners to:
- read with correct pronunciation
- read with fluency

2. Skills: Reading Aloud

3. Topic: In the play ground

4. Material: Text Page **(Previous Lesson)**, C/work copy

---

5. Procedure:

a. Reading aloud. (20 minutes)

Distribute the text page and ask them to follow the suggested procedure.

b. Class work. (20 minutes)

- Write the following questions on the board.
- Ask your learners to read the text page silently. Copy the questions in their C/Work copies and write a sentence for each answer.

1. **Where are the children?**
2. **What is Sara doing?**
3. **Who is eating apple?**
4. **What is Mark doing?**
5. **Who is running across the road?**

Task: B

6. Follow up: "Repeat the class work **B** in your H/Work copies"

Level: 2 **Term: 3** **Week: 4** **Day: 5**	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:

- Understand the sequence of a story.
- Write the events in order

2. Function: Describing an event.

3. Activity: Sequencing and ordering the events, vocabulary building

4. Material: Worksheet (**Biff's Carpet**)

---

5. Procedure:

a. Preparation

- Tell them that this is a story of Biff's carpet but it is written in wrong order. Ask them to read the sentences under the pictures.
- Distribute the worksheet and ask your learners to write them in the right order to make a sensible story.

- **Peer checking feedback.**

b. Pair Work

- Ask them to underline the describing words (Adjectives) and write them under the story.

6. Follow up: "Rewrite the sentences in your H/Work copy"

Free Writing --------------- (5 Mins.)

Level: 3 **Term: 3** **Week: 4** **Day: 5**	**Worksheet**	**Writing**

Biff's carpet

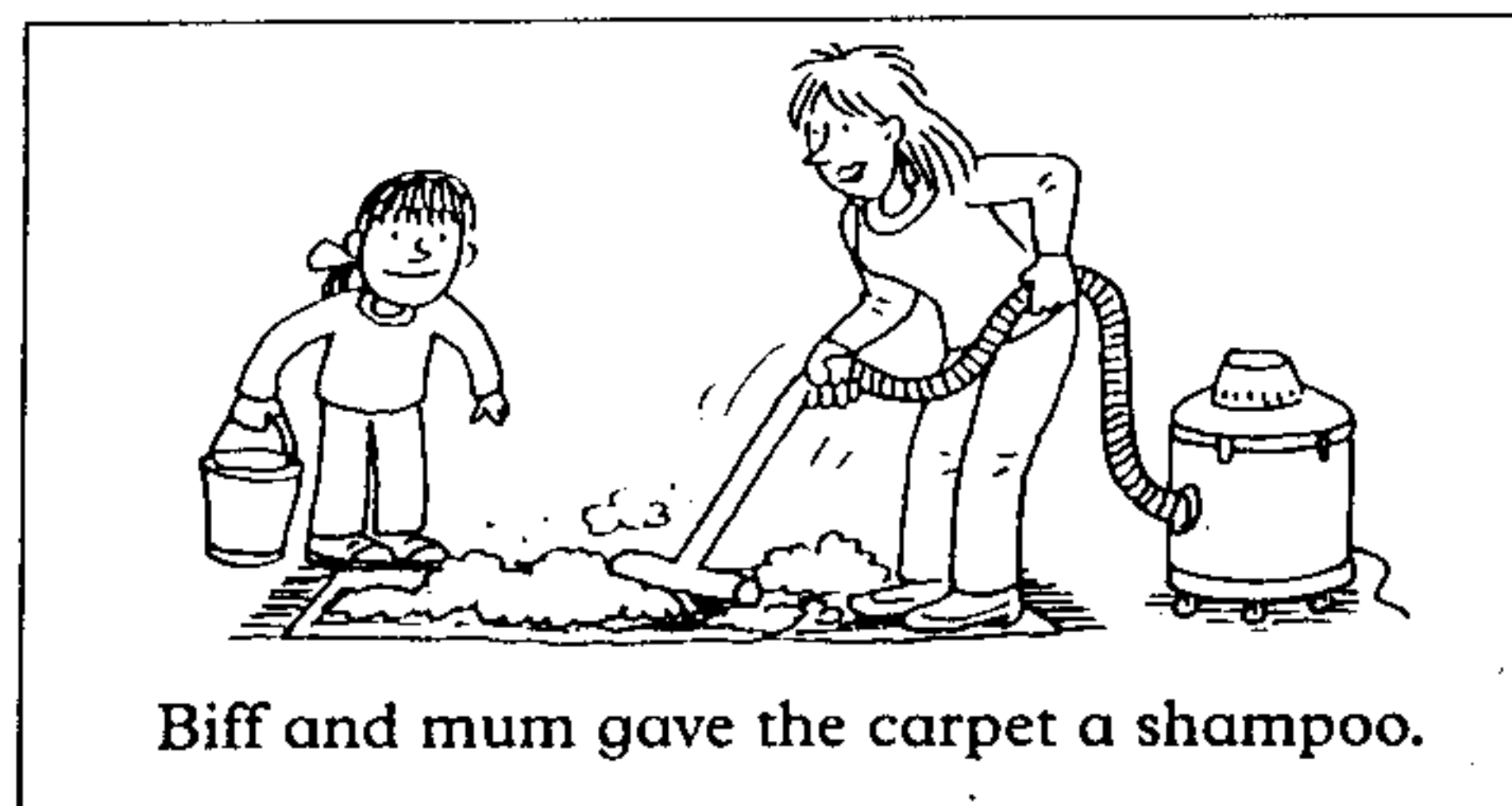
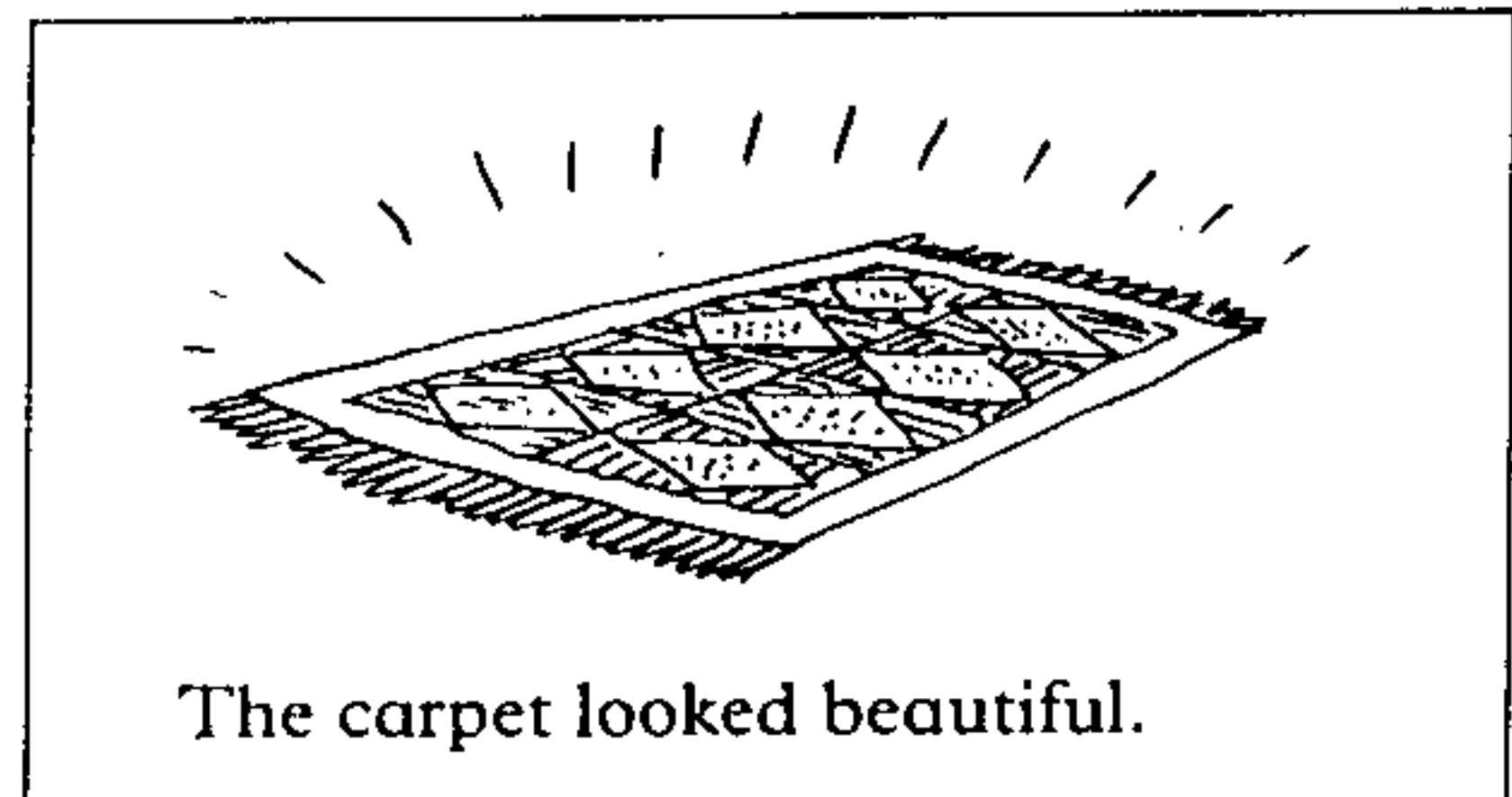
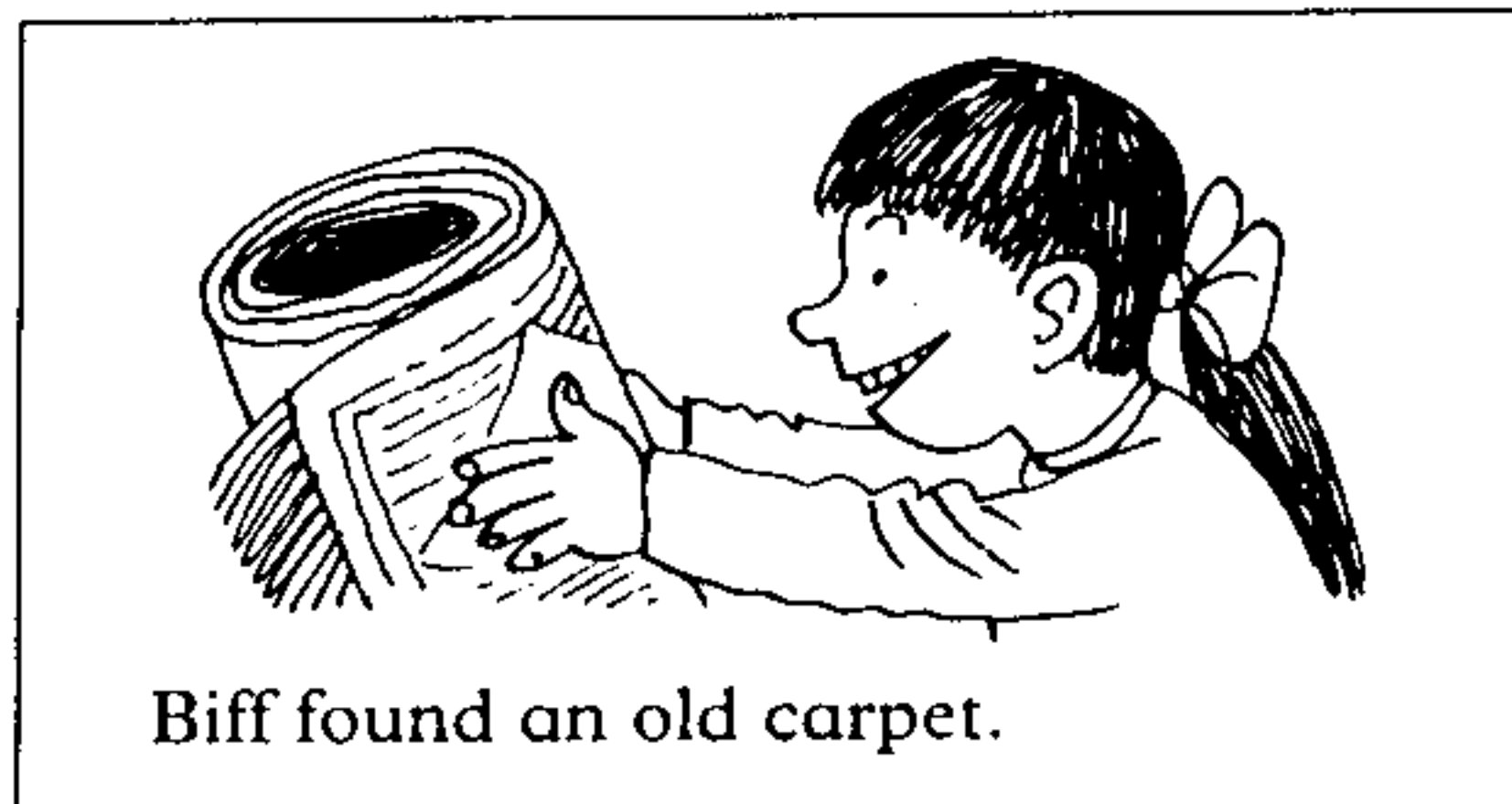
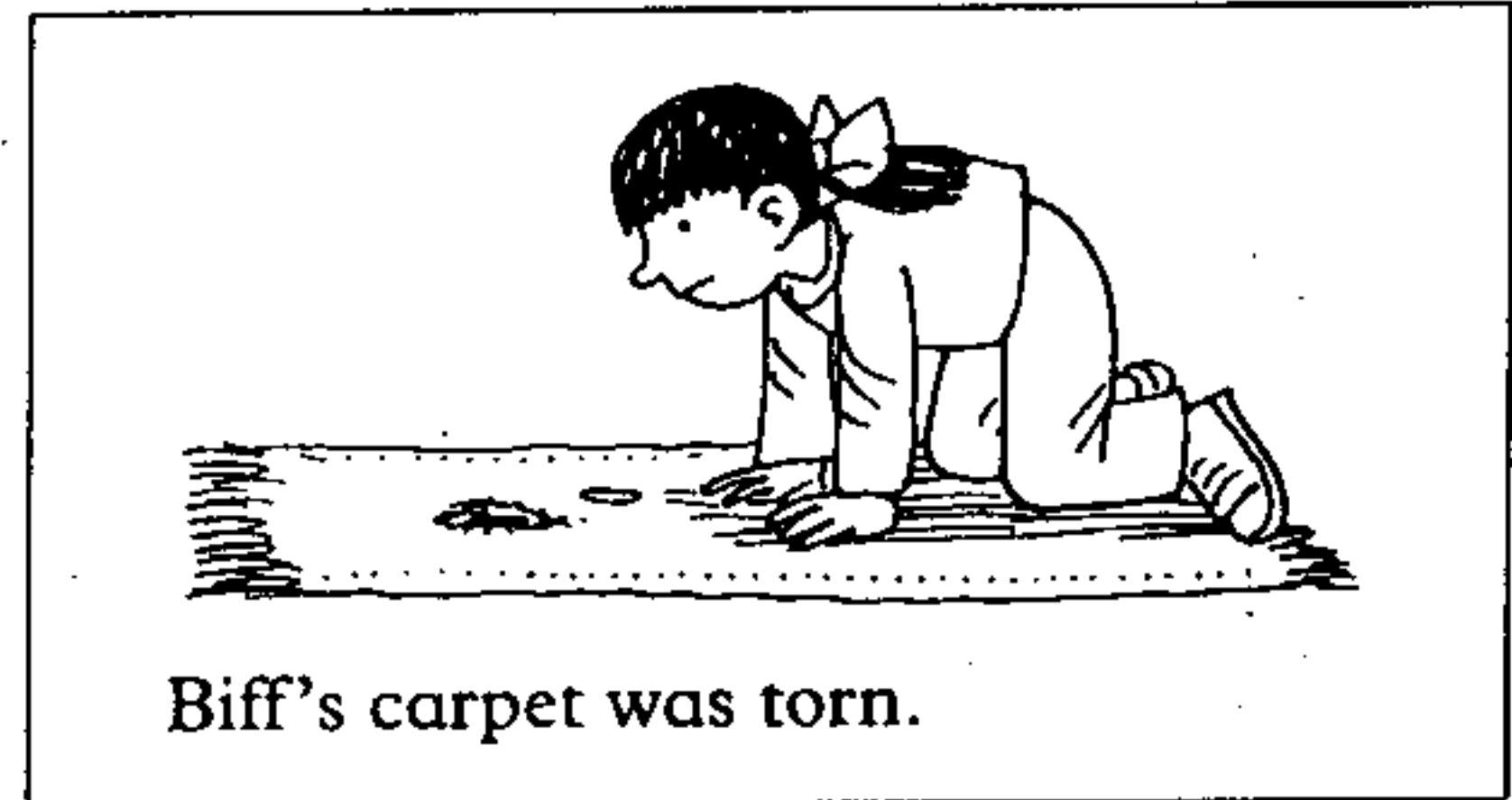
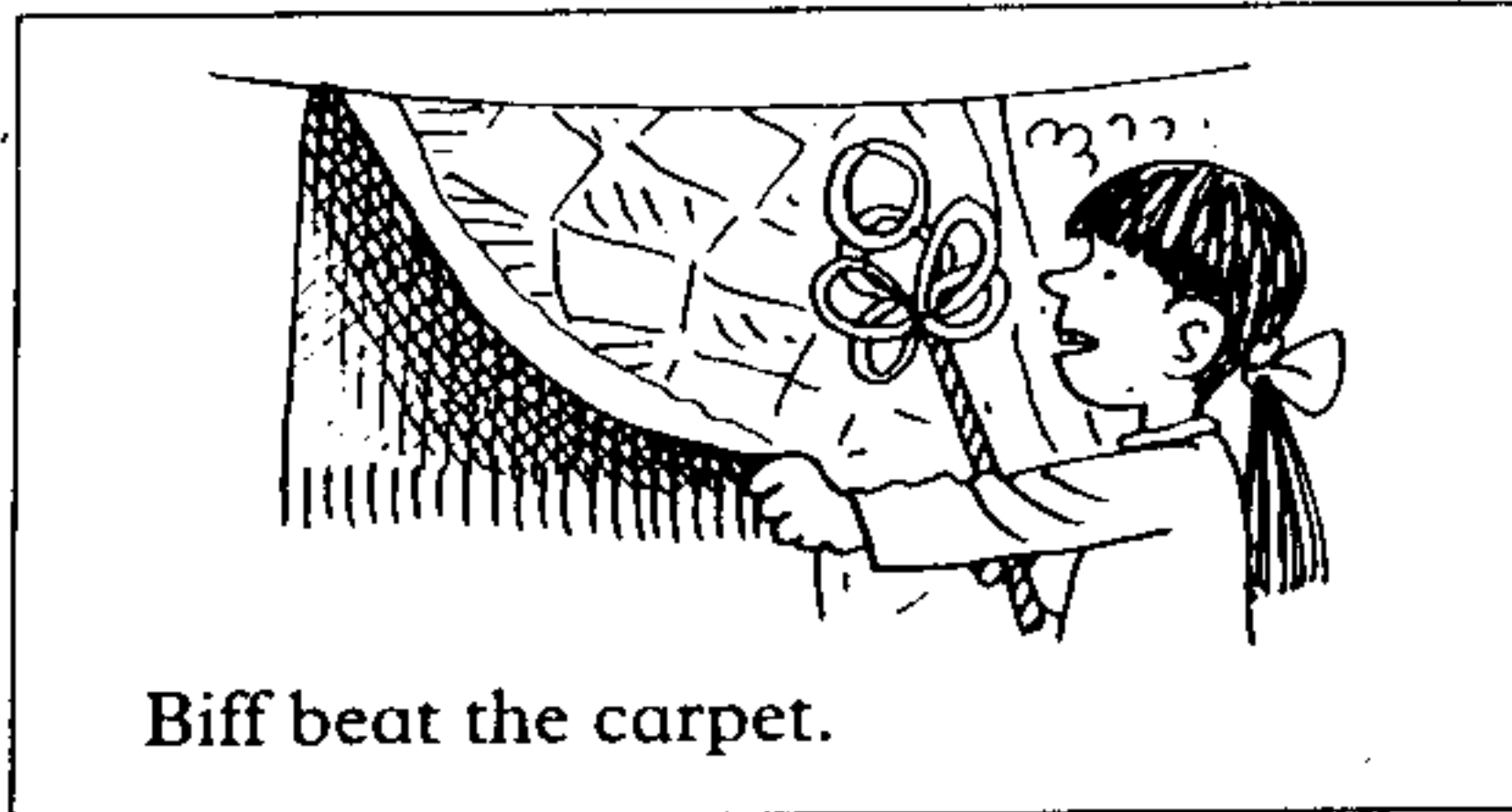
These sentences are in the wrong order. Put them in the right order to tell the story.

Biff beat the carpet.

Biff's carpet was torn.

Biff found an old carpet.

The carpet looked beautiful.

Biff and mum gave the carpet a shampoo.

1 Biff's carpet was torn.

2 ______________________

3 ______________________

4 ______________________

5 ______________________

Lesson Plan
(English)

Level: 2

Term: 3

Week: 5

Communication	Reading	Writing	Assessment
▪ Blends 'fr, gr, tr, cr' ▪ The Listening a story **'The lion and the mouse'**	▪ Poem: 'Cobbler, Cobbler'	▪ Poem writing	✓

Level: 2 **Term: 3** **Week: 5** **Day: 1**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:

- Recognize the consonant blend **fr, gr, tr, cr.**
- Practise the pronunciation .

2. Function: Practising the sounds.

3. Activity: Drill, Reading aloud.

4. Material: Work sheet No. 1, **(Reading text on consonant blends)**
Worksheet No. 2 **(Blends – fr, gr, tr,cr.)**

Procedure:

a. Presentation

- Write the consonant blends with examples on the board.

fr = frog
gr = grapes
tr = train
cr = crown

- Pronounce properly and give drill.
- Ask them to add more examples and give another drill.

b. Reading text on consonant blends.

- Distribute the reading text.
- Read Aloud. Follow the procedure

Task: 1 You read the text first and the class listens.
Task: 2 Class reads in chorus
Task: 3 Copy the words which begin with **fr**- blend

c. Worksheet No. 2
Follow the procedure.

Peer checking and feed back.

5. Follow up:

Ask them to write **fr** words, as many as they remember.

Level: 2 Term: 3 Week: 5 Day: 1	Worksheet (No. 1)	Communication

Reading Text on Consonant Blends

Task: 1 Listen what the teacher reads.

Task: 2 Read aloud in chorus.

Fred and Farida's party was on
Friday after school. Their Friends
all came in Fancy dresses. Fred
dressed as a frogman and Farida
was in frock. Fred's friend Frank,
was the only one not there and
then at the front door,
knock! Knock! Knock!
Fred went to the door and there
was Frank in front of them with a
bunch of flowers.

Task: 3 Underline the words which begin with – fr – blend and copy them here from the text.

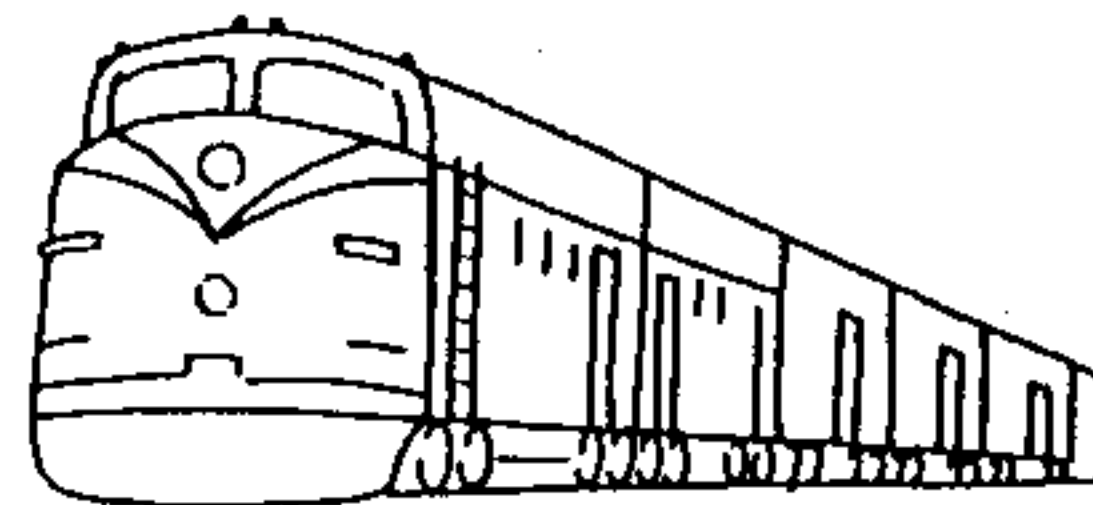
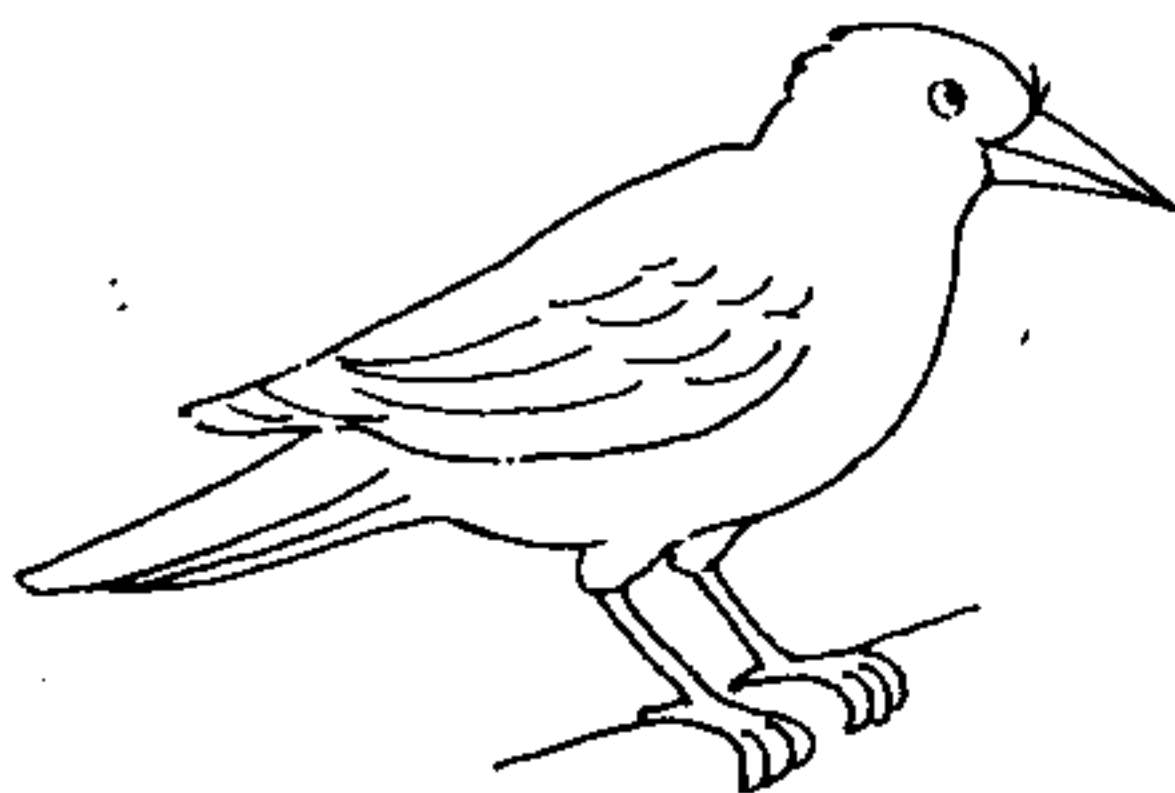
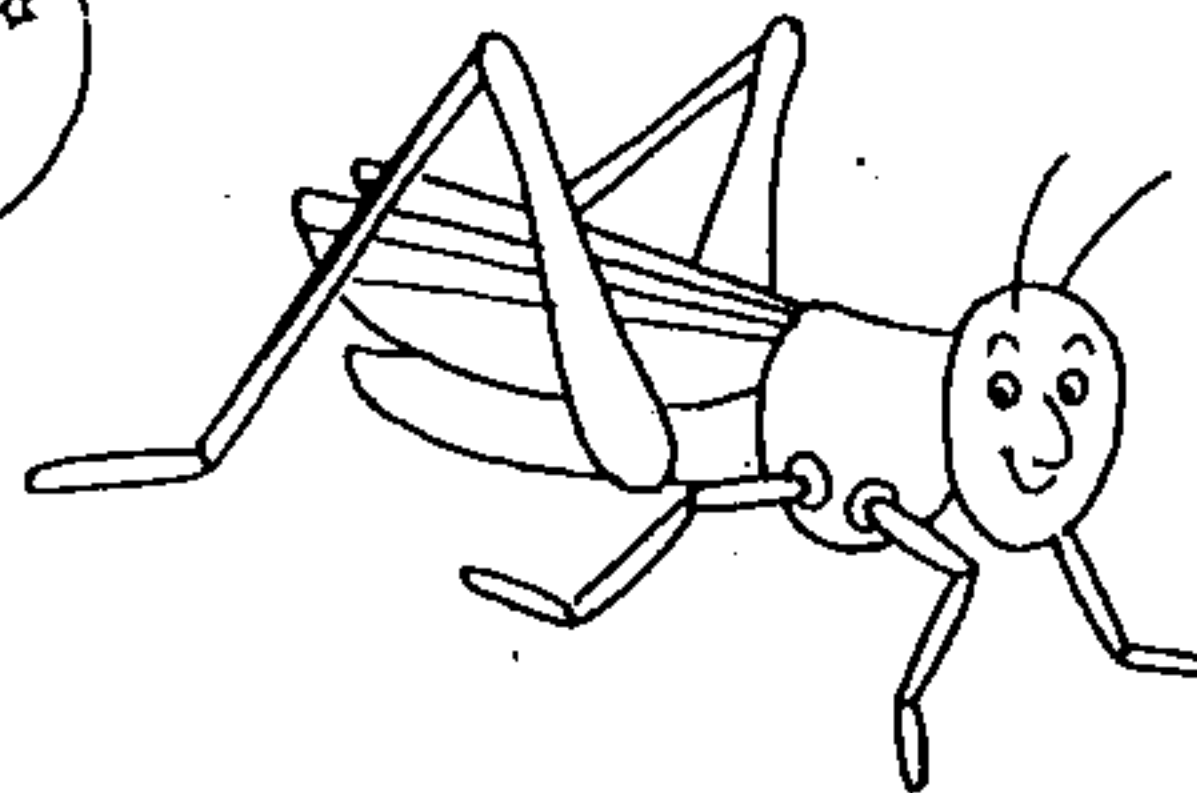
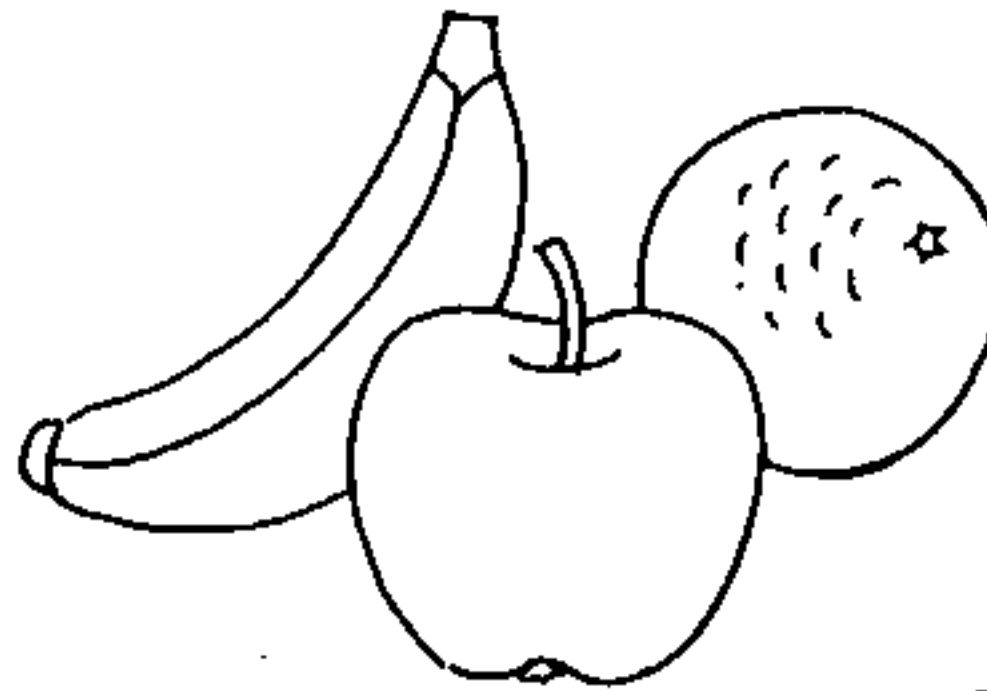
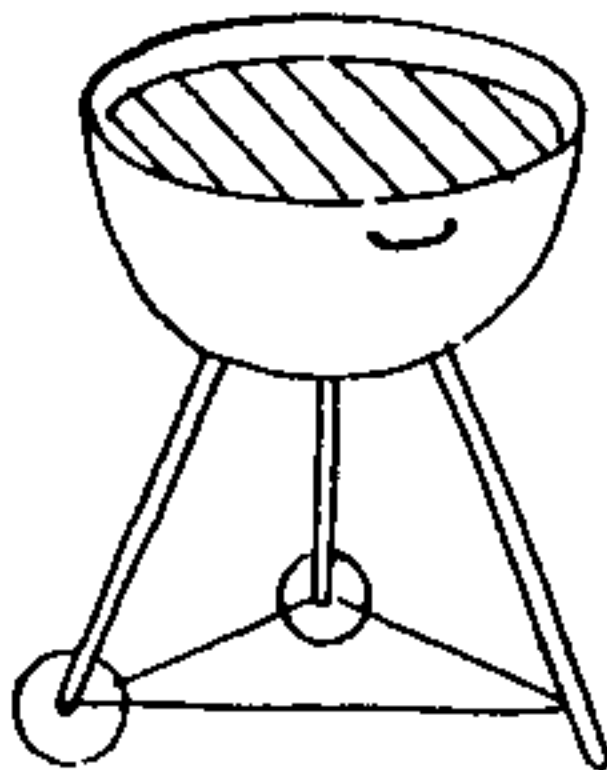
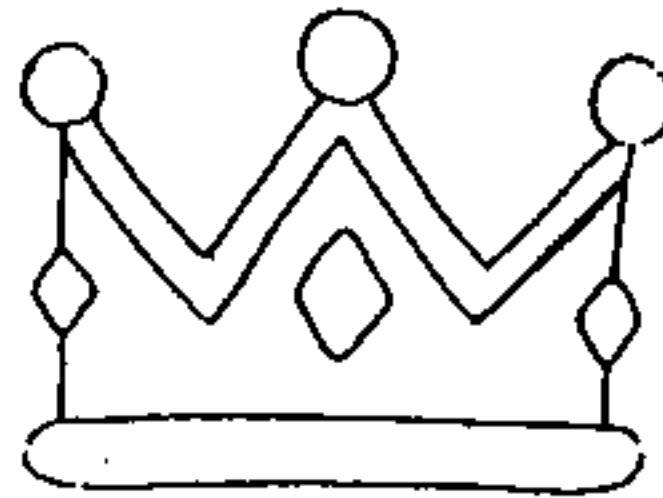
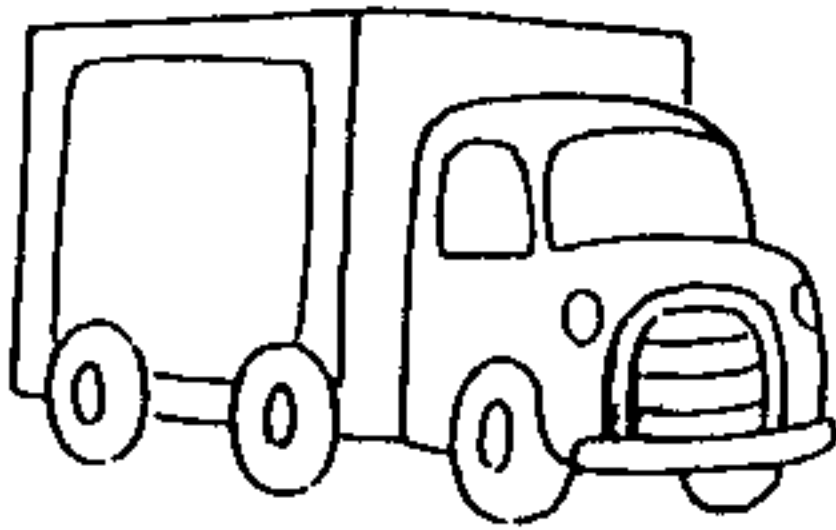
Level: 3
Term: 3
Week: 5
Day: 1

Worksheet

Communication

Blends fr, gr, tr, cr

Look at the blends. Draw a line from the picture to the blend that says the beginning sound.

fr = frog
gr = grapes
tr = train
cr = crown

Skill: recognizing consonant blends fr, gr, tr, cr

Level: 2 Term: 3 Week: 5 Dav: 2	**Lesson Plan**	**Communication**

1. Objectives:

The learners will be able to:

- follow the sequence of events
- listen and understand the story of a loin and the mouse

2. Function:
Understanding the events of the a story

3. Activity:
Story listening

4. Material:
Worksheet **(The lion and the mouse)**

---

5. Procedure:

a. Introduction

- Talk about the Zoo animals – the strong animals, the small animals that have very sharp teeth – let the learners guess themselves about the strongest and the smallest animals. Make two columns.

b. Worksheet

- Distribute worksheet and explain the procedure.

(Listening text --- on the next page)

First listening:

- You read the story aloud and they will only listen and do nothing on the worksheet.
- When listening is over, ask them, simple questions, such as,
  "What is it about?"
- Now write the topic of the story on the board and ask them to write on their worksheets.

Second listening:

Task: True and False

Third listening

- They will listen with attention and give number on the line according to the events of story. Ask them to give numbers of the events while they are listening.
- **Peer checking Feed back.**

c. Feed back

- Ask one of them to read out the story aloud from the Task 3 on the worksheet according to the events.

d. Re- Telling

- Ask them to retell the story of lion and the mouse in their own words.

6. Follow up:
"Student will write the story of lion and mouse in their H/Work copies"

Listening Text

The lion and the Mouse.

A lion was sleeping outside his den when a mouse ran over the mighty beast's nose and woke him. The lion clapped his paw upon the mouse and was about to eat him; but the mouse begged the lion to spare his life and promised one day to pay him back for his kindness. So the lion let the mouse go. Some time later, the lion found himself caught in a hunter's trap. He tried to free himself but could not do so, his roared through the forest and the mouse came running to see what was happening. He set to work to nibble through the net and in a short time he was able to set free. In this way he repaid the lion's help and kindness.

Level: 2 Term: 3 Week: 5 Day: 2	**Worksheet** (The lion and the mouse)	**Communication**

Task I: **Write the topic of the story.**

____

Task II: **Listen to the story and write √ for true sentence and put X for wrong sentence.**

- **A lion was walking out side his den.** ------
- **The mouse woke up the lion.** ------
- **One day a mouse found himself, caught in a hunter trap** ------
- **The lion requested the mouse to nibble his net.** ------
- **The mouse repaid lion's help and said him free.** ------

Task III: **The following story events are not written in order. Listen the story from your teacher and give numbers to the events as they happen. No.1 is done for you.**

The mouse begged for his life and promised lion to pay him back.

1. A lion was sleeping outside his den.

The mouse nibbled through the net and set the lion free.

One day the lion was caught in a hunter's trap.

A mouse ran over the lion's neck.

He roared forest and the moue came running to help him.

The lion put his paw upon the mouse.

Level: 2 Term: 3 Week: 5 Day: 3	Lesson Plan	Reading

1. Objectives: The learners will be able to:
- Recite the poem and enjoy its rhythm.

2. Skills: Pleasure reading.

3. Topic: Poem "Cobbler, Cobbler"

4. Material: Poem page (**Cobbler, Cobbler"**).

5. Procedure:

a. Pre - reading

- Talk about professions.
- Write the names of simple professions.
- Check if they know about cobbler.
- If they do not know then distribute poem page and ask simple questions about the picture.

b. Procedure
Follow the suggested pattern.

c. Task : Ask them to find out the rhyming words from the poem.
Oral feed back.

6. Follow up: "Copy the poem in your H/Work copies"

Free Writing ------------ (5 Mins.)

Level:	3	Poem
Term:	3	
Week:	5	
Day:	3	

Level: 2 **Term: 3** **Week: 5** **Day: 4**	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
    - Select rhyming words.
    - Write the lines of a poem.
2. **Function:** Recognizing the rhyming sentences
3. **Activity:** Poem writing
4. **Material:** Worksheet (**Make a poem**)

5. Procedure:

a. Preparation

Explain to them that they can write a poem if they use the rhyming words

b. Worksheet (Pair Work)

- Follow the given procedure.
- **Peer checking and Feed back.**

c. Class work copy (Pair work)

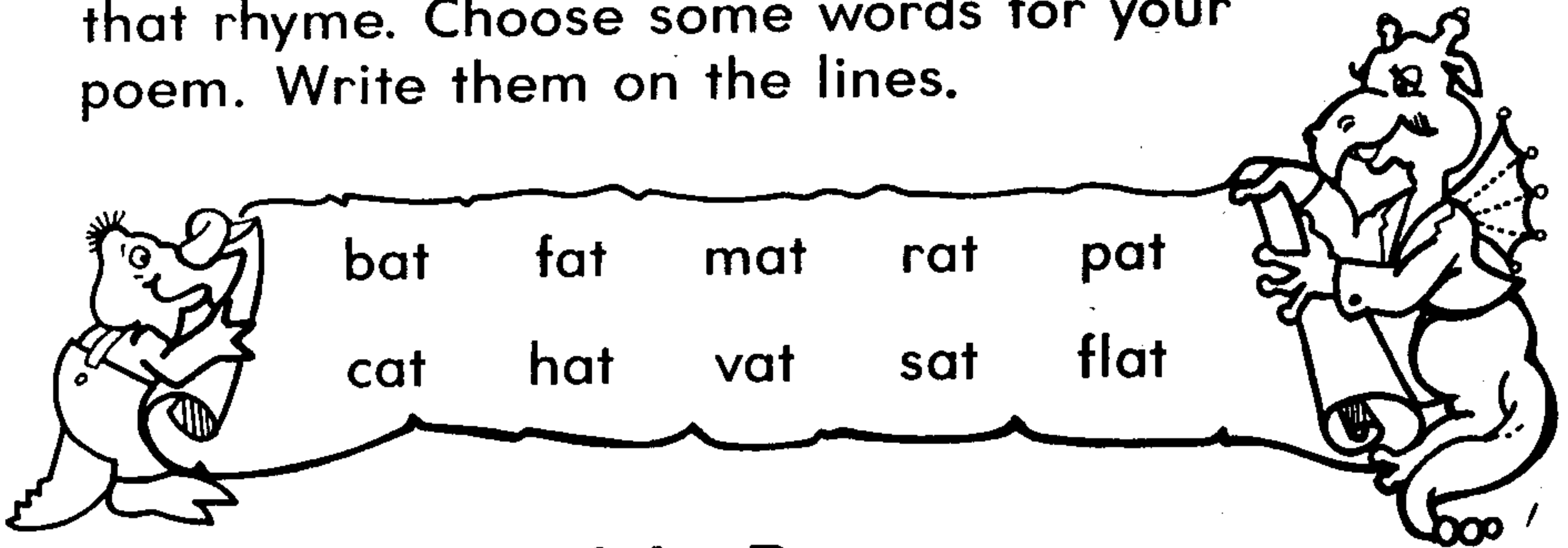
- Ask them to write another poem in their class work copy. Ask them to give heading to their poem. The first letter of each line comes capital in a poem.
- Take feedback from each pair

6. Follow up: "Repeat C"

Free Writing ---------------- (5 Mins.)

Level: 2	Worksheet	Writing
Term: 3		
Week: 5		
Day: 4		

Make a Poem

You can have fun with words. Read these words that rhyme. Choose some words for your poem. Write them on the lines.

My Poem

____

There was a big ________________

that sat on a ________________

and grew very ________________.

Draw a picture about your poem.

Skill: using rhyming words to complete a poem

Level: 2 Term: 3 Week: 5 Day: 6	**Assessment**

Task I: Write the rhyming words. (Two for each). (2)

fr ____________ ______________

pr ____________ ______________

tr ____________ ______________

dr ____________ ______________

Task II: Write a rhyming sentence. (2)

1. I have a big ________________.
2. That sat on a __________________.

Task III: Complete the following dialogues. (2)

St: ________________. Please help me.

This is a difficult word.

Tr: Yes, ______________. I tell you right now.

Contd.....

Task: 4 Read the following text and write answers for each question. (4)

children are in the park. Amina is eating banana and Rahim is drinking Pepsi. Boys are playing football. Asim and Riaz are running across the garden. Chowkidar is standing by the gate.

1. **Where are the children playing?**

____

2. **Who is running across the road?**

____

3. **Where is chowkidar?**

____

4. **Is someone eating and drinking in a park?**

____

Lesson Plan
(English)

Level: 2

Term: 3

Week: 6

Communication	Reading	Writing	Assessment
▪ Blends "**sm, sc, sn, sw**" ▪ Requesting and suggesting	▪ Text: **"Things to do at home"** ▪ Reading aloud, Guessing	▪ Write and draw **"What is missing"**	X

Level: 2
Term: 3 **Lesson Plan** **Communication**
Week: 6
Day: 1

1. Objectives:

The learners will be able to:

- Recognize the consonant blends **sm, sc, sn, sw.**
- Practise the correct pronunciation

2. Function:

Practising the sounds

3. Activity:

Phonics tasks

4. Material:

Work sheet.(**Blends – sm, sc, sn, sw**)

---

5. Procedure:

a. Introduction

- Write the blends with example words on the board.

sm = smile

sc = scarf

sn = snake

sw = swing

- Add some more in the list and ask from the learners.
- Read aloud for drill.

b. Work sheet

- Talk about the pictures of each box and ask your learners to label each picture (Write the name of each picture)
- Work according to the instructions of the worksheet.

c. Class work

- Ask them to copy the words from work sheet in their C/Work copies.

6. Follow up:

Copy Task – C - in H/Work copies.

Free writing ---------------- (5 Mins.)

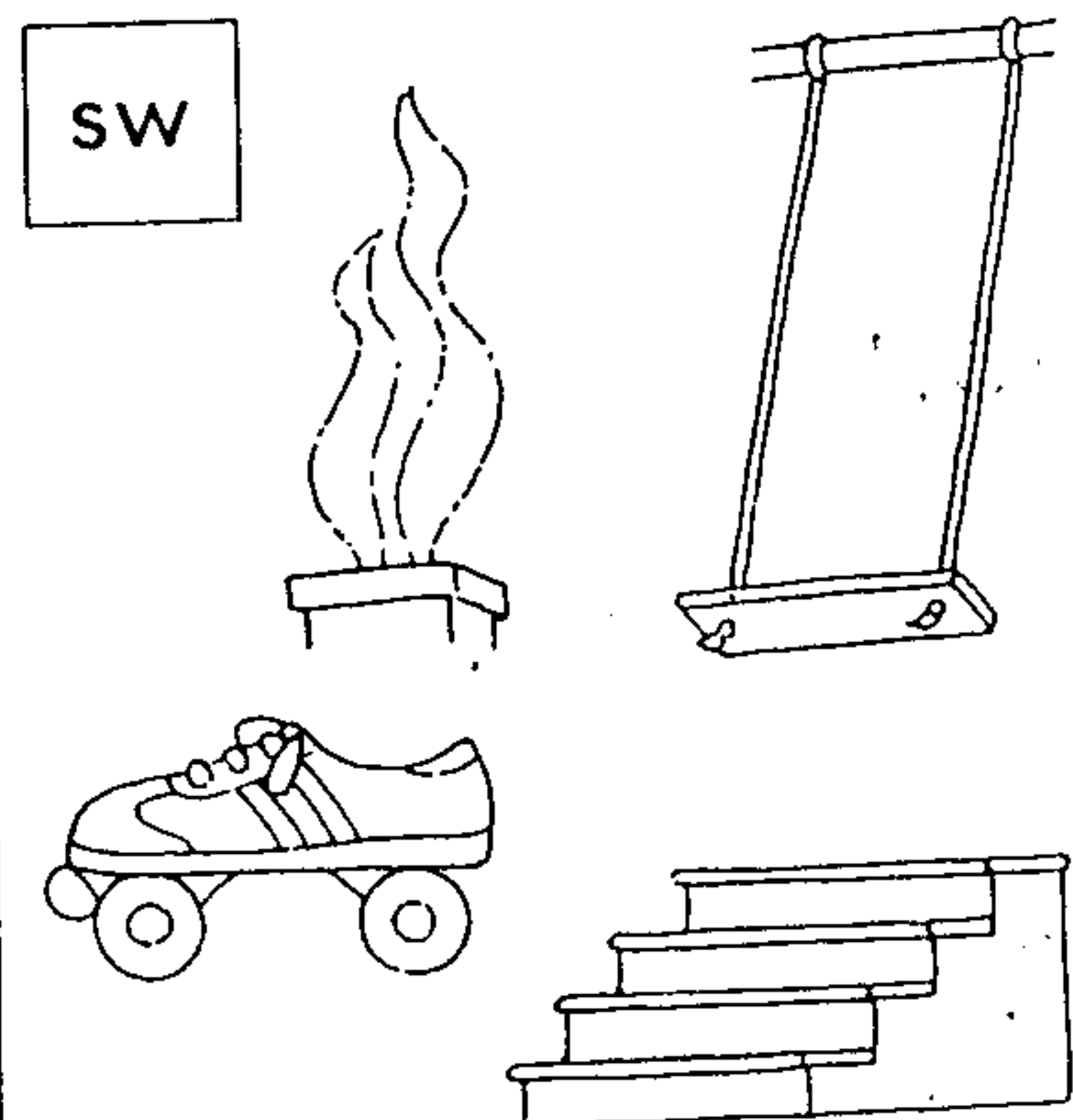
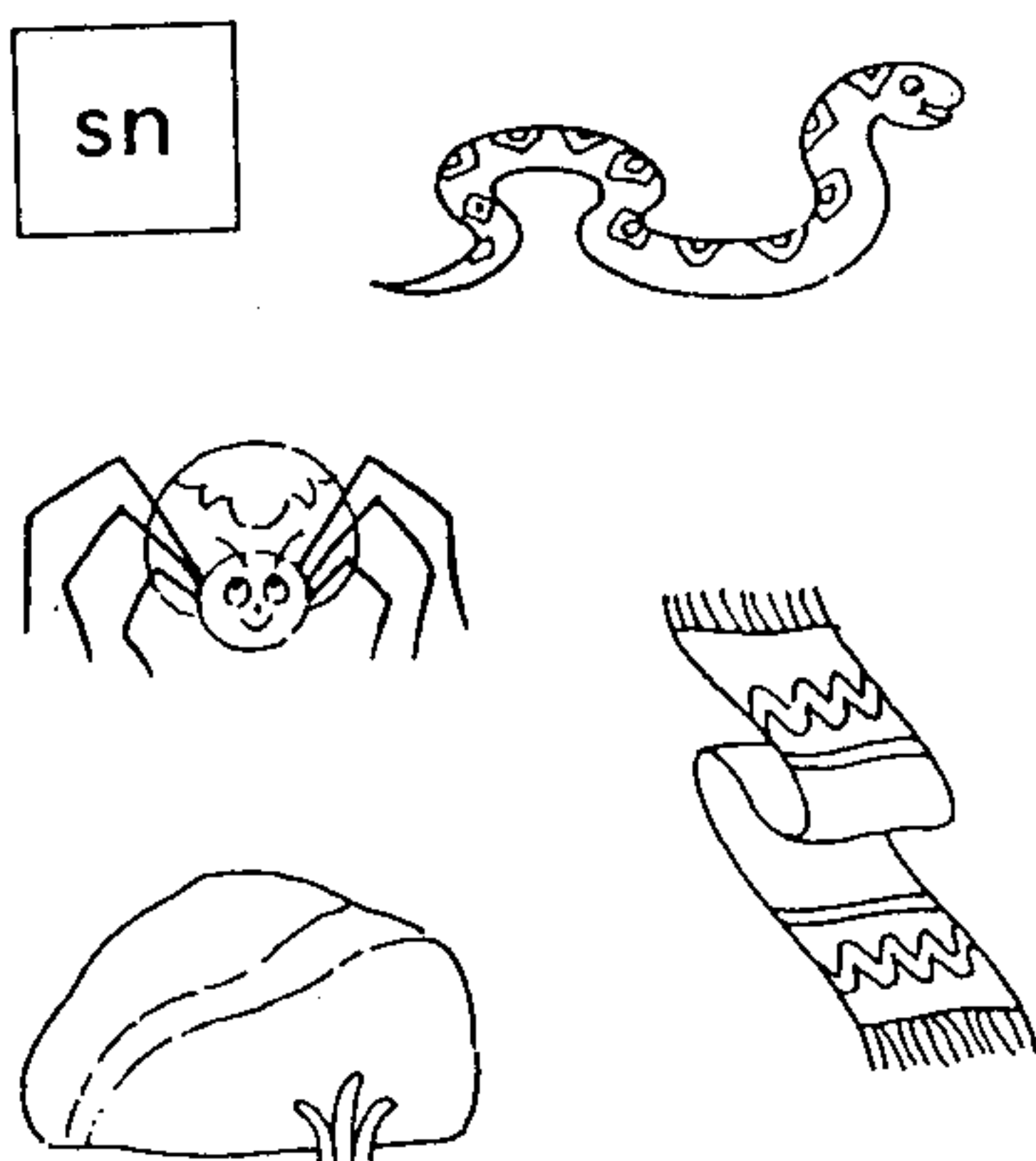
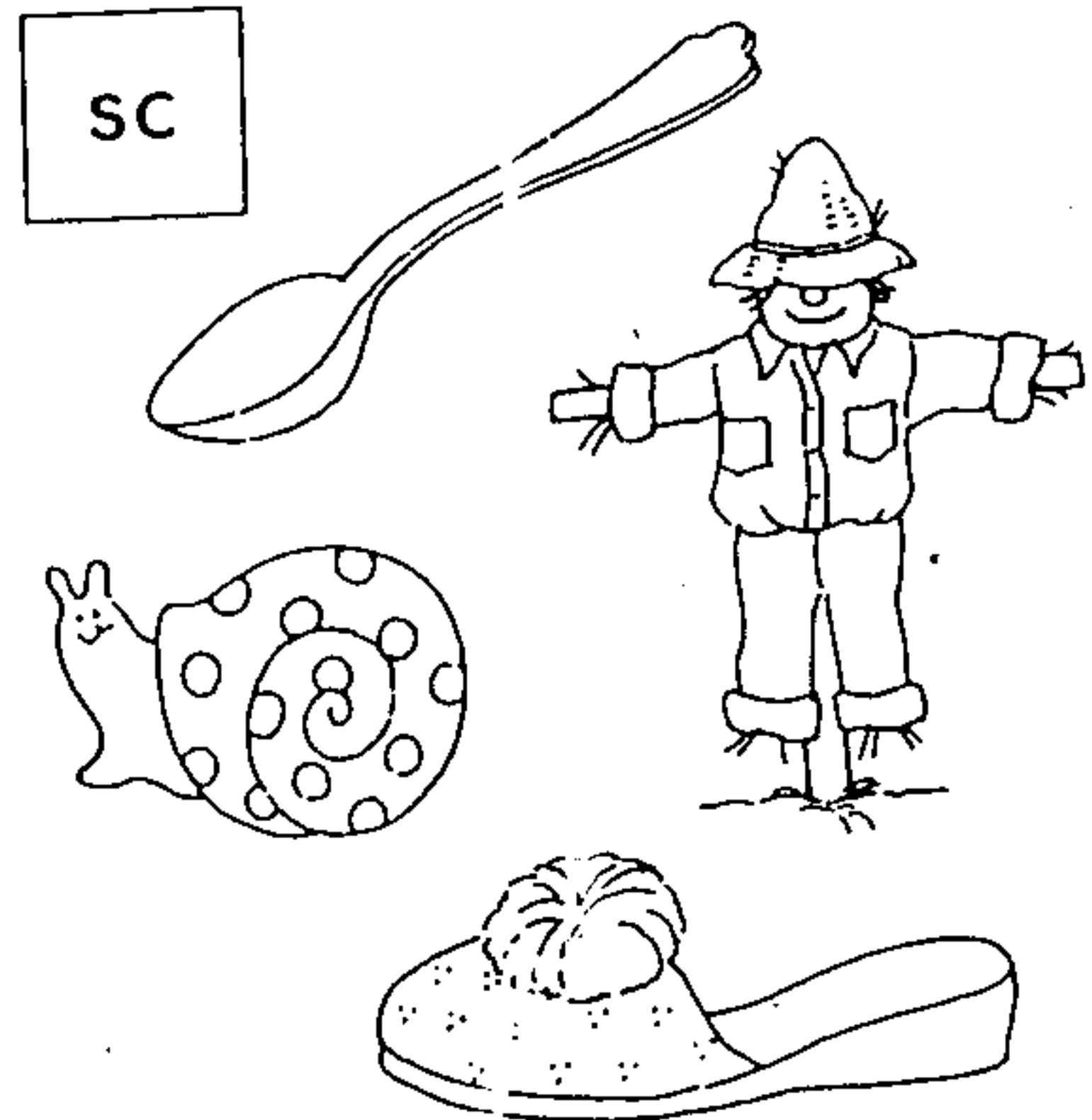
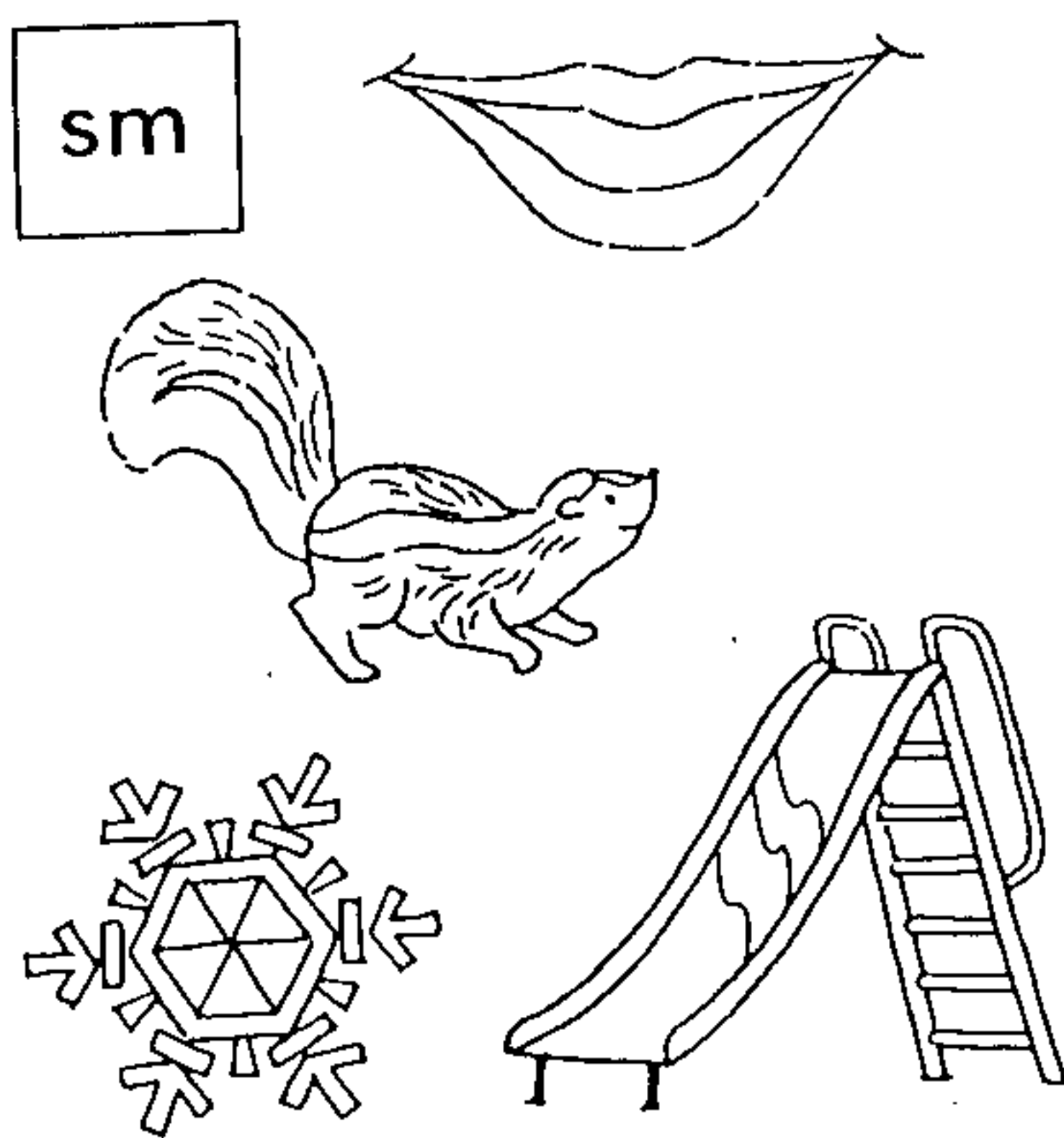
Level: 3 Term: 3 Week: 6 Day: 1	Worksheet	Communication

Blends sm, sc, sn, sw

sm = smile
sc = scarf
sn = snake
sw = swing

Look at the blend in each box. Draw a circle around the picture whose name begins with the blend in the box.

Skill: recognizing consonant blends sm, sc, sn, sw

33

Level: 2 Term: 3 Week: 6 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- make request
- offer suggestion

2. Function: Requesting and suggesting

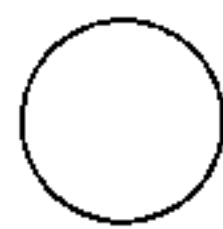
3. Activity: Dialogue Practice

4. Material: C/board

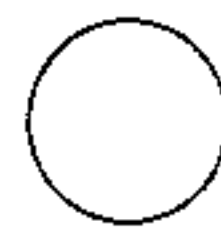
5. Procedure:

a. Presentation

- Draw two circles and write the following dialogues under each figures on the board.

Raza

Arif

Raza: Hello, Arif what is the day? — **Arif: It's Sunday.**

Raza: Can we go to the fun fair? — **Arif: That's a good idea, let's talk to father.**

- Read out the following dialogues to the students. Say each line and student repeat after you.

b. Flash Cards

- Write the dialogues on flash cards – one person's dialogues on each card. You can take two different colours for each card to make the task easier.

c. Role Play

- Distribute the cards, of Raza and Arif to two different students and ask them to read the dialogues from the flash cards and say the dialogue properly.

d. Further Practice

- Write the following new situations on the board. Call two studetns and ask them to take one situation from the board and continue the practice in role play.

Monday / shopping — **Tuesday / eating ice cream**

Thursday / visiting zoo — **Saturday / going fro picnic**

Note: Remember to use contraction and intonation. Highlight it on the board e.g.
It's Sunday. --------------------------- Let's talk

Level: 2 Term: 3 Week: 6 Dav: 3	Lesson Plan	Reading

1. **Objectives:** The learners will be able to:
   - read the text with comprehension.
   - skim and scan.
2. **Skill:** Reading Comprehension (Silently)
3. **Topic:** 'Things to Do at Home'
4. **Material:** Text page (**Things to do at home**), Worksheet.

---

5. Procedure:

a. Pre – reading

- Distribute the text page.
- Write the following on the board and ask them to:
- Look at the picture and guess.
  - Is it an office?
  - Is it a classroom?
  - Is it a Home?
- Check how many persons are there.
- Guess who are parents and who are others.
- Label the names.

b. Reading Comprehension

Distribute worksheet and ask them to read attentively for each task. Ask them to do one task at a time. Peer checking and feed back follows each task.

Worksheet.

Task A

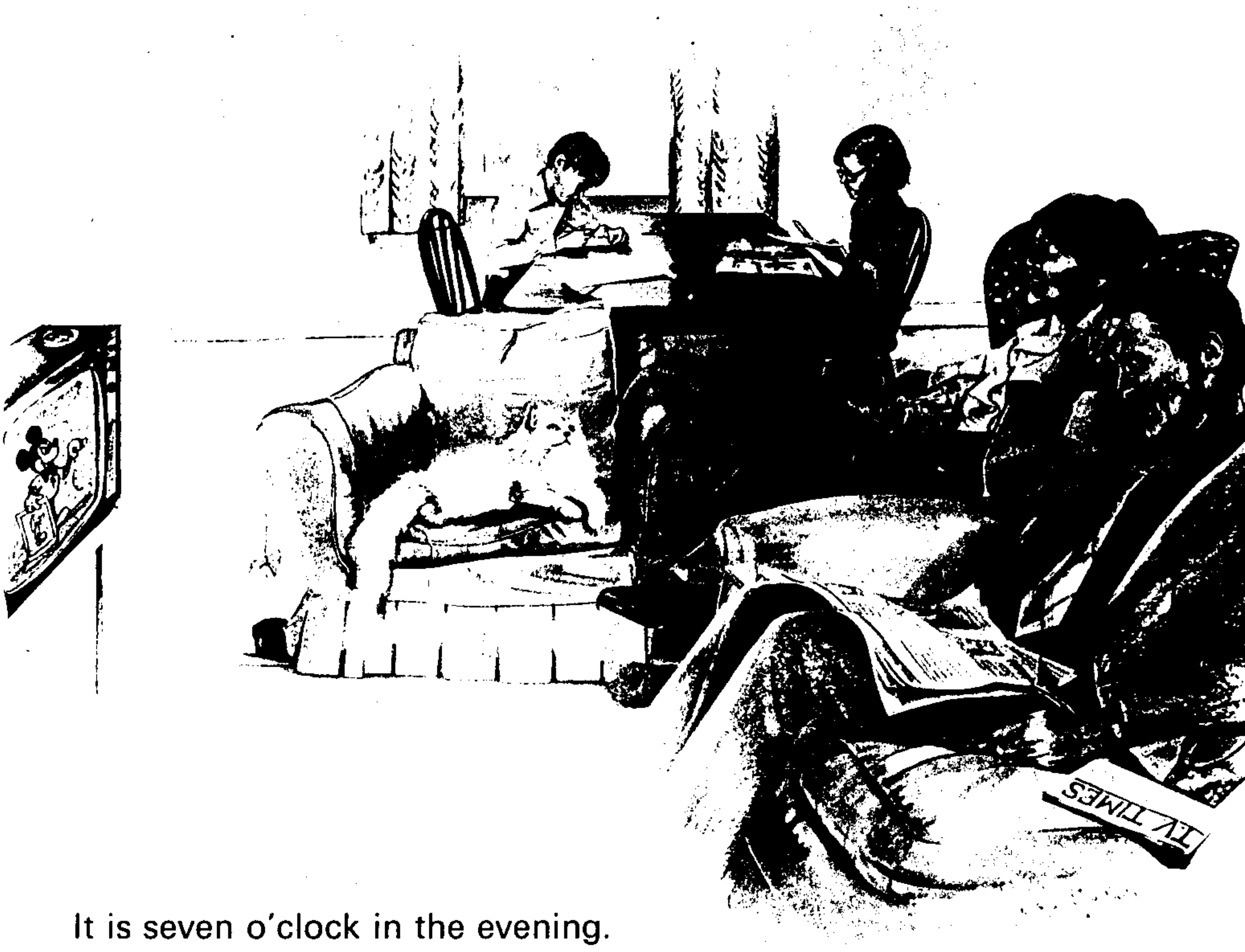
Task B

Task C

6. Follow up: "Repeat **Task C** in your H/Work copy"

Level: 3
Term: 3
Week: 6
Day: 3

Reading Text

Things to do at home

It is seven o'clock in the evening.
Sara and Paul are at home with their parent
There is a table by the wall
  and there are two chairs at the table.
Sara and Paul sit at the table.
Sara is cutting out pictures
  while Paul writes in his book.
Mum is watching television
  but Dad has fallen asleep.

Level: 2 Term: 3 Week: 6 Dav: 3	**Worksheet**	**Reading**

Task A : Read the text and tick ✓ the words in brackets.

1. **It is seven O'clock in the** **(morning, evening) .**
2. **There is a table by the** **(wall, ceiling).**
3. **Sara and Paul are** **(dancing, sitting).**
4. **Sara is holding a pair of** **(shoes, scissors).**
5. **Paul is using a** **(pencil, potato).**

Task B : Fill in each blank with `there is` or ` there are`.

Notice that we say: - There is a table. *- There are two chairs.*

1. ____________ a table in the room.
2. ____________ two big chairs in the room.
3. ____________ four people in the room.
4. ____________ a carpet on the floor.
5. ____________ two children at the table.

Task C : Write a sentence for each answer.

1. **Who are Sara and Paul?**

   ____

2. **What are they doing at the table?**

   ____

3. **Who is watching Television?**

   ____

4. **What is Paul doing?**

   ____

5. **Who has fallen asleep?**

   ____

Level: 2 Term: 3 Week: 6 Day: 4	**Lesson Plan**	**Reading**

1. Objectives: The learner will be able to:
a. - read with fluency and correct pronunciation
b. – develop vocabulary

2. Skill:
a. Reading Aloud
b. Identifying and sorting out the words

3. Topic: Previous Lesson (Things to do at home)

4. Material: Text page (**Things to do at home**),
Worksheet (**Read and Guess**)

---

5. Procedure:

a. Reading aloud (20 Mins.)

- Distribute the text page and follow the suggested procedure for reading aloud.

b Worksheet (Read and Guess) (20 Mins.)

- Distribute the worksheets and follow the procedure, given on the worksheet.

Free Writing -------------- (5 Mins.)

Level: 2 Term: 3 Week: 6 Day: 4	**Worksheet** (Read and guess)	**Reading**

Task: 1 Read the poem again. Choose the words from the box and fill up the blanks.

Clock	River	Comb	Table	Potato

1. I have legs but cannot walk. ____________
2. I have hands but cannot hold things. ____________
3. I have teeth but cannot bite. ____________
4. I have eyes but cannot see. ____________
5. I have mouth but cannot eat. ____________

Level: 2 Term: 3 Week: 6 Day: 5	Lesson Plan	Writing

1. Objectives: The learner will be able to:
- develop vocabulary
- learn spelling

2. Function: Learning vocabulary

3. Activity: Write and draw

4. Material: Worksheet **(What is missing)**

5. Procedure

a Worksheet

- Distribute the worksheet
- Ask the name of each picture
- Ask the following about the pictures:
  e.g. **1. Are they looking complete?**
  2. What part in picture No. 1 is missing?
- Ask the same question about each picture
- They can take help from the Word Box

b. Pair Work

- Now ask them to write the name of the missing part in each gap and complete the sentences

Peer checking and feed back

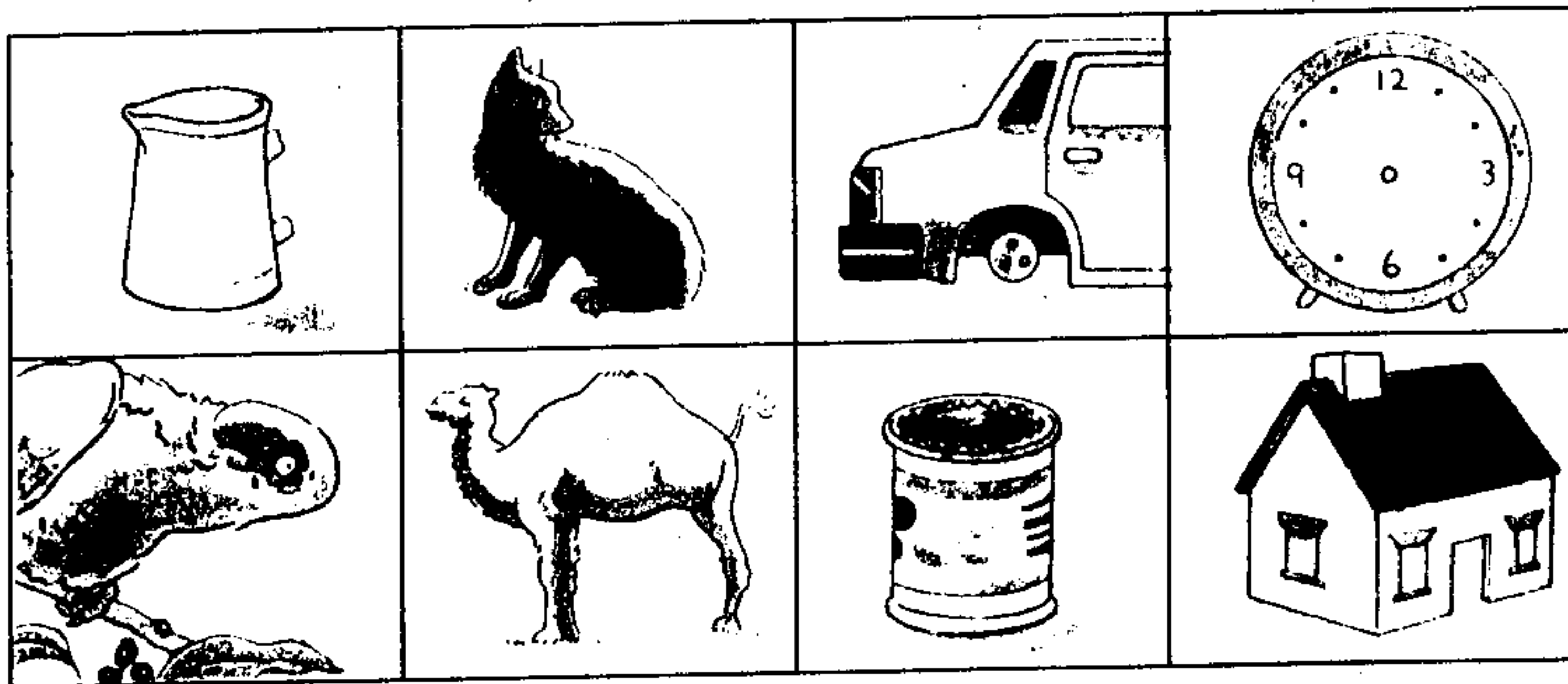
c. Drawing

Ask them to draw each part and complete the pictures

6. Follow Up:

"Copy the names of missing parts in your home work copies"

Level: 3 Term: 3 Week: 6 Day: 5	Worksheet	Writing

What is missing?

Helping words:

wheel	beak	leg	lid
handle	door	tail	hands

1 The ________ is missing from the jug.

2 A ________ is missing from the car.

3 A ________ is missing from the camel.

4 The ________ is missing from the house.

5 The ________ is missing from the parrot's face.

6 The ________ is missing from the tin.

7 The ________ is missing from the cat.

8 The ________ are missing from the clock.

Now draw in the missing parts.

Lesson Plan
(English)

Level: 2

Term: 3

Week: 7

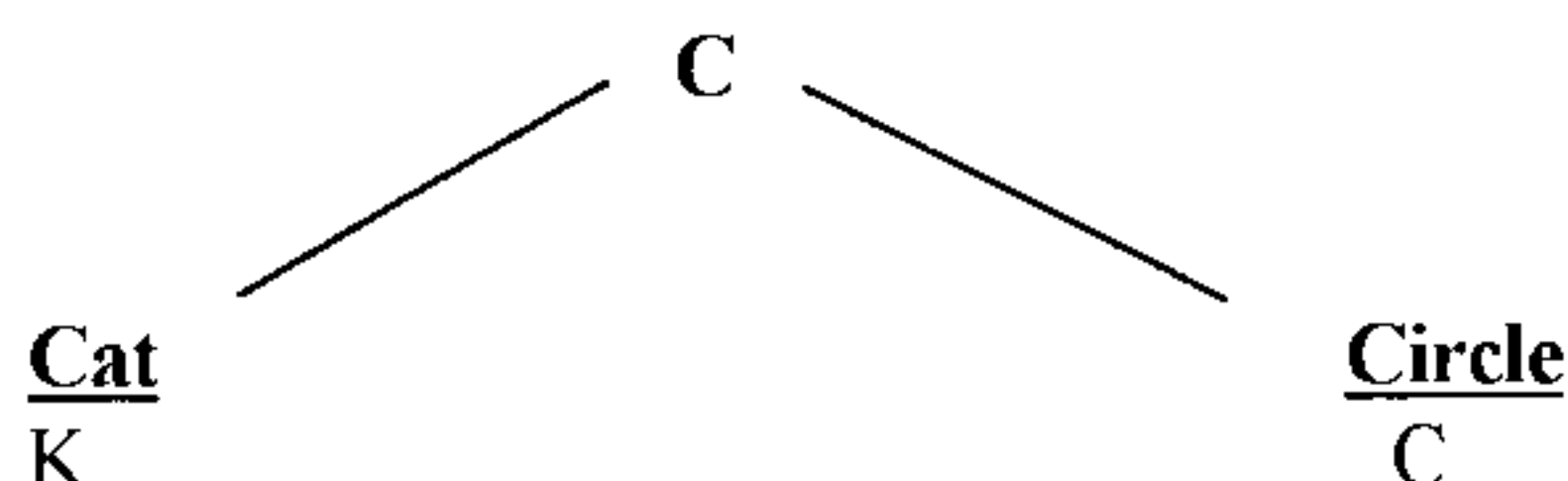
Communication	Reading	Writing	Assessment
Hard and soft sound of – **C** Introducing some one (**Programme - Who am I?**)	▪ Text: "**A Story**"	▪ Describing a person (**About a friend**)	✓

Level: 2 Term: 3 Week: 7 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - recognize letter **C** and its two different sounds
   - compare the hard and soft sound of C as K in cat and S in circle.
2. **Function:** Learning the sounds and pronouncing properly
3. **Activity:** Phonics Tasks
4. **Material:** Worksheet **(Hard and soft C)**

5. Procedure

a. Presentation

- Write the letter "C" on the board along with two different examples Cat, Circle
- Draw and pronounce.
- Tell the learners to read aloud.
- Explain that letter C has two different sounds.
- Add more examples words under each word and give practice to he students

b. Worksheet

- Give them the worksheets.
- Talk about each picture on the page and pronounce the name of each picture.
- Explain to them that when they listen the word which began with C sound, then draw a square around the words. When they here the word which began **S** sound then draw a circle around the words.

Peer Checking and feed back

c. Drill

- Take example words from the worksheet with the help of the learners and writ on the board under each sound
- Say each word aloud and clearly and the learners repeat in chorus. You can ask some more words from them and add up in the list.
- Give them some more choral drill.

d. Class work Copy

Now ask them to copy all the words in their C/work in two different columns.

6. **Follow Up:** Ask them to repeat Task D in their home work copies.

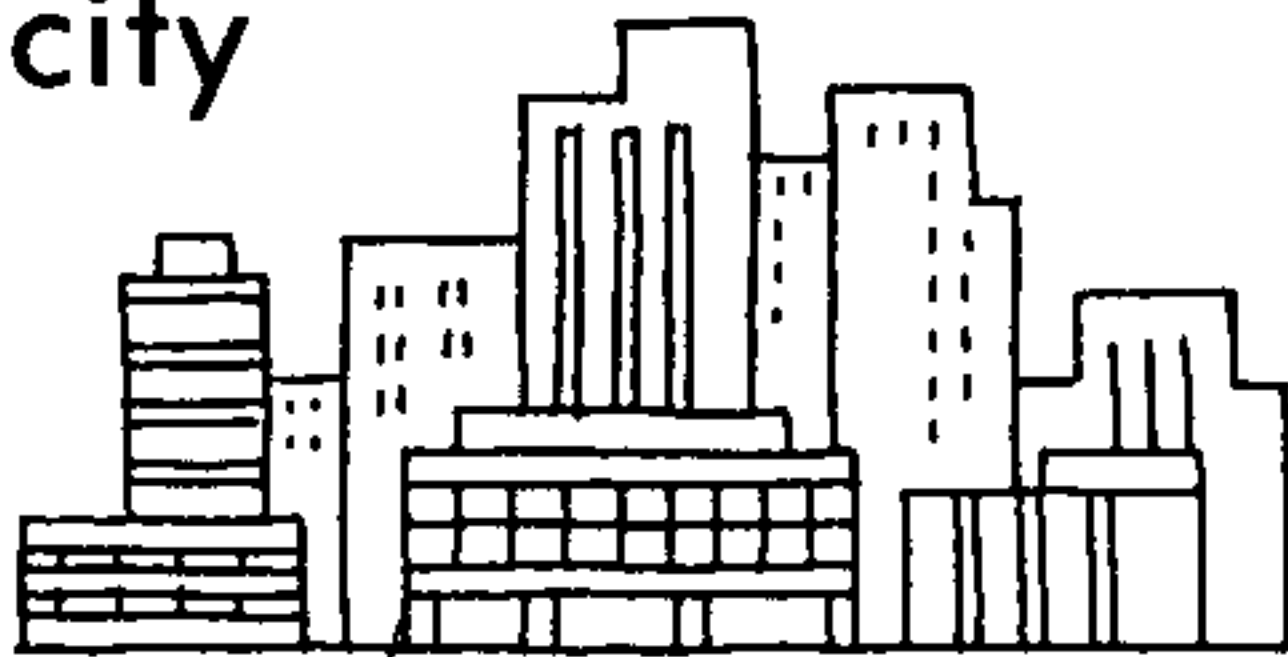
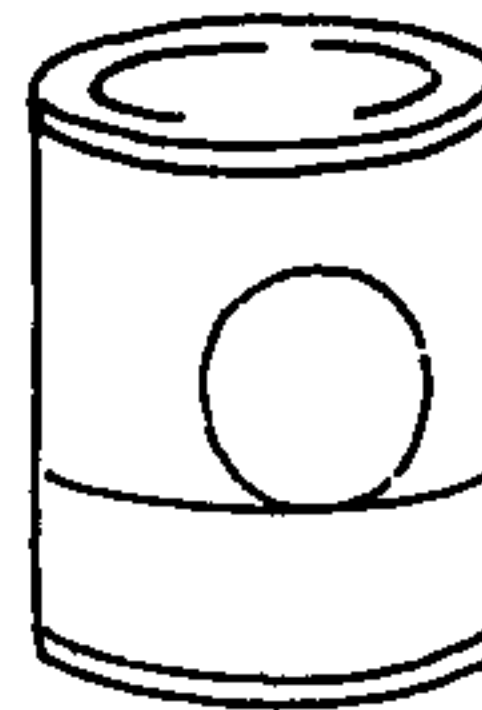
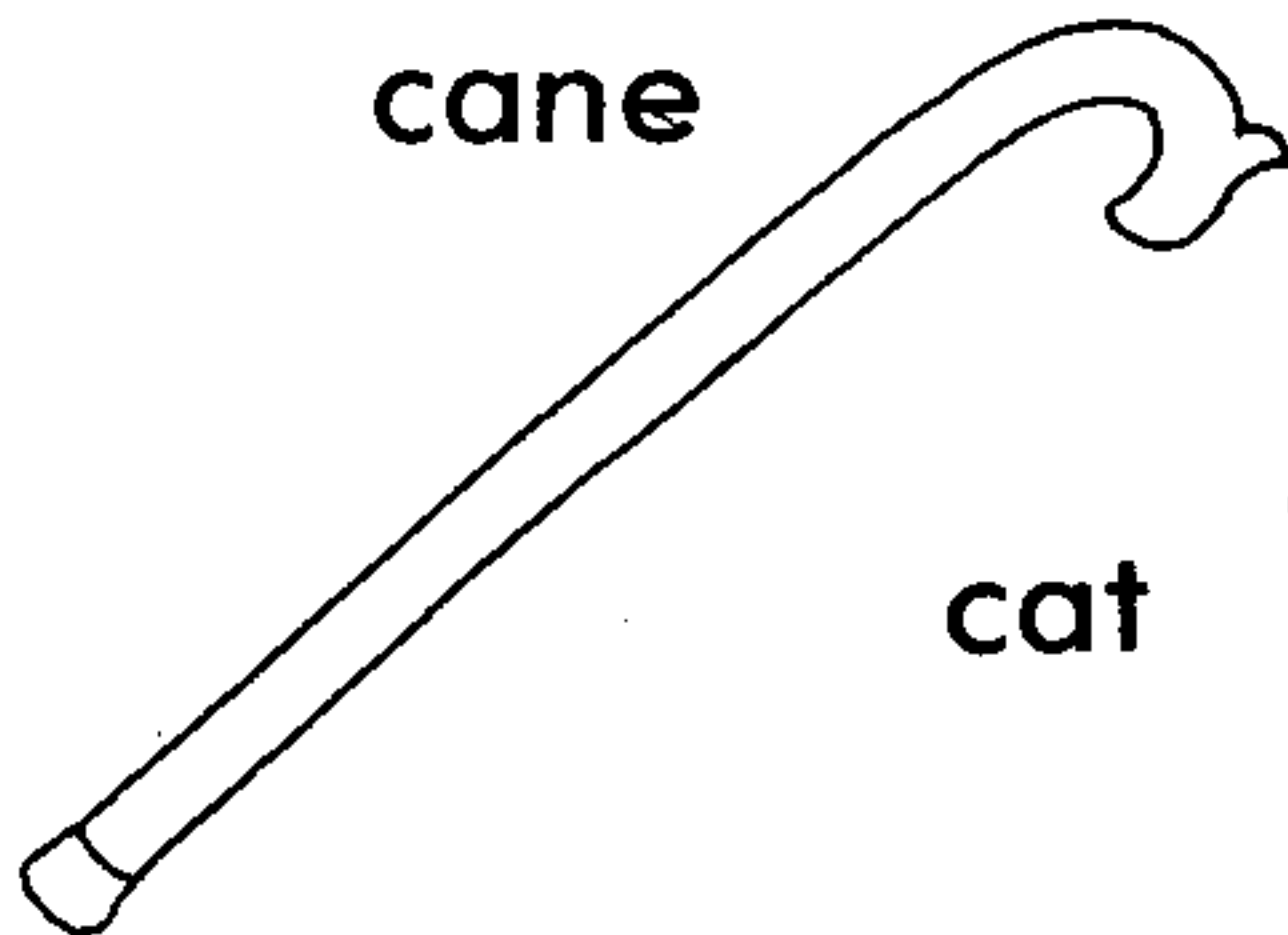
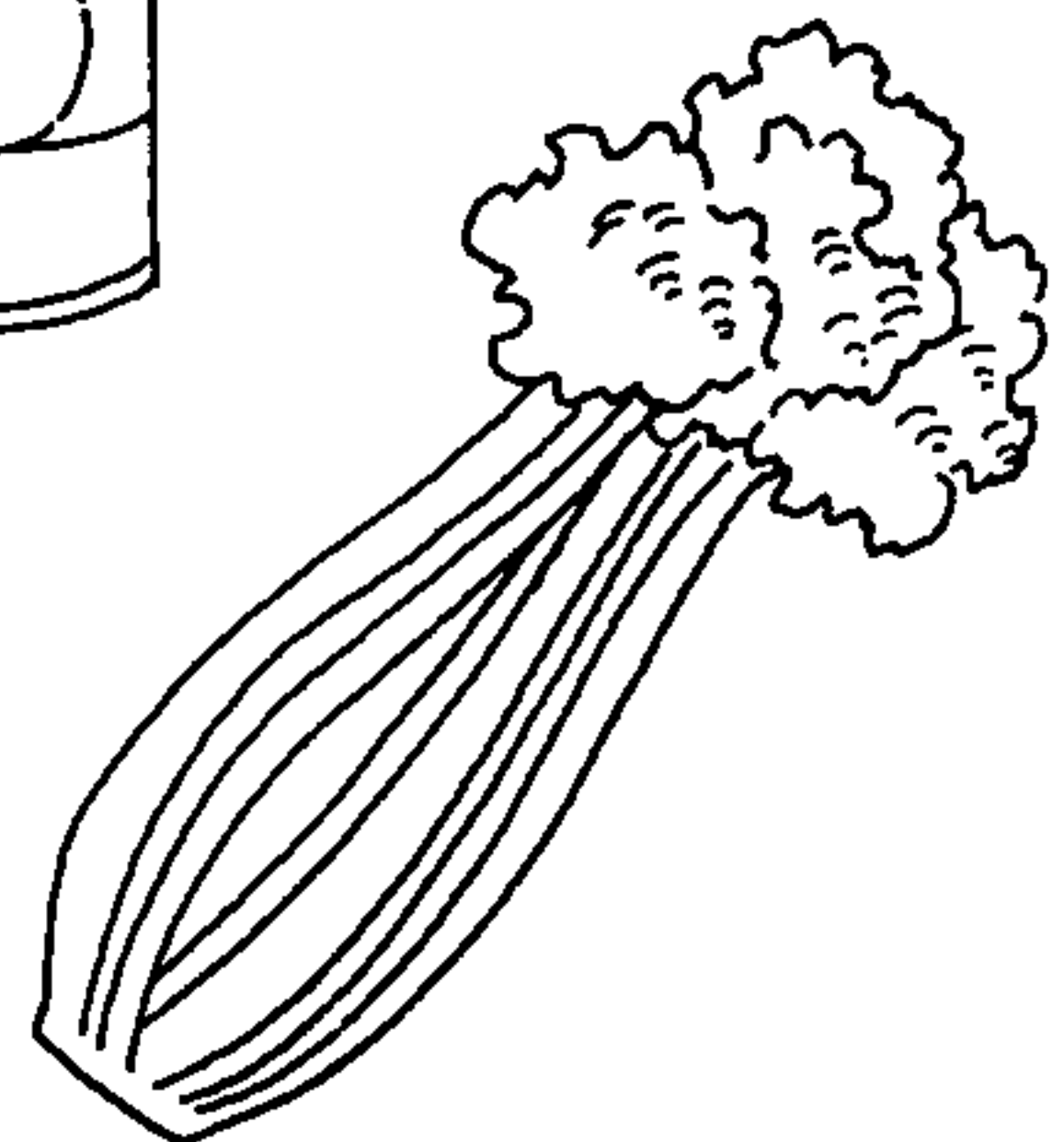
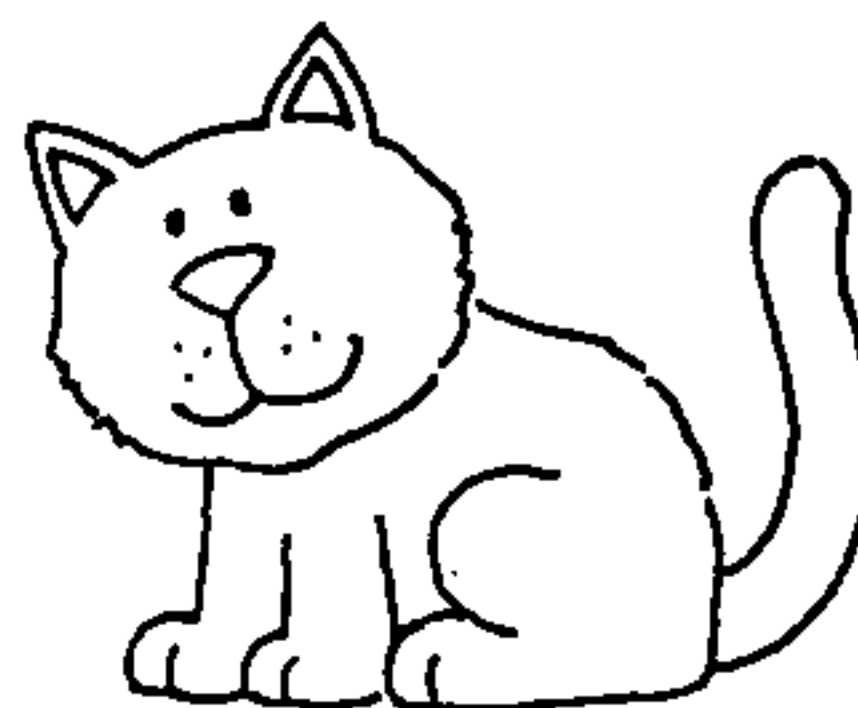
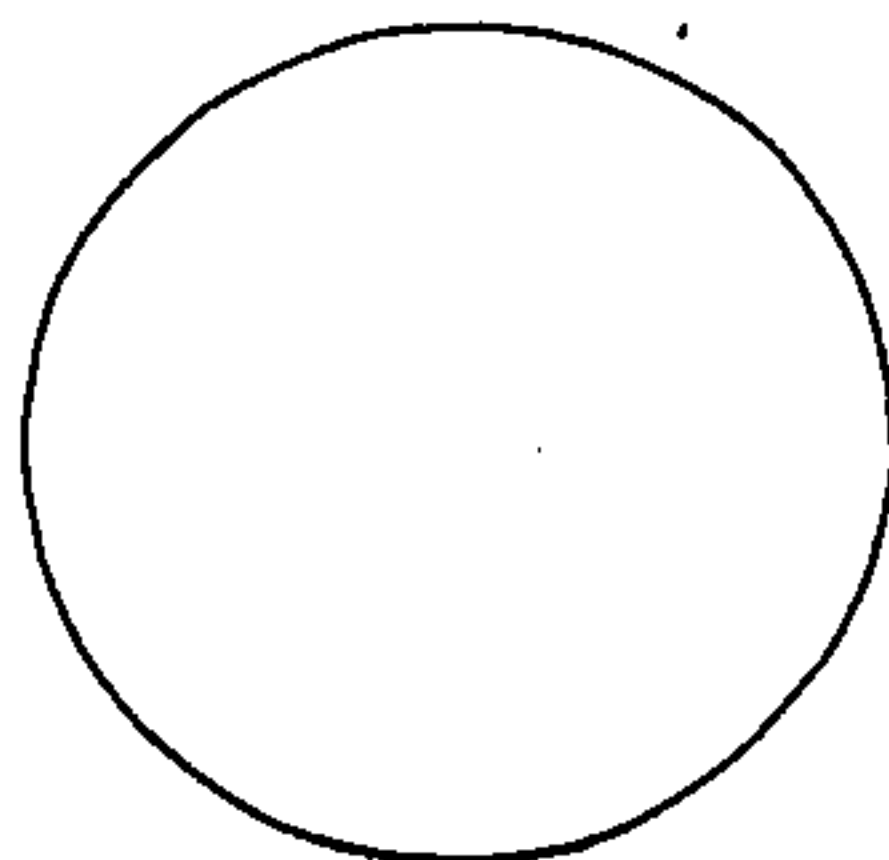
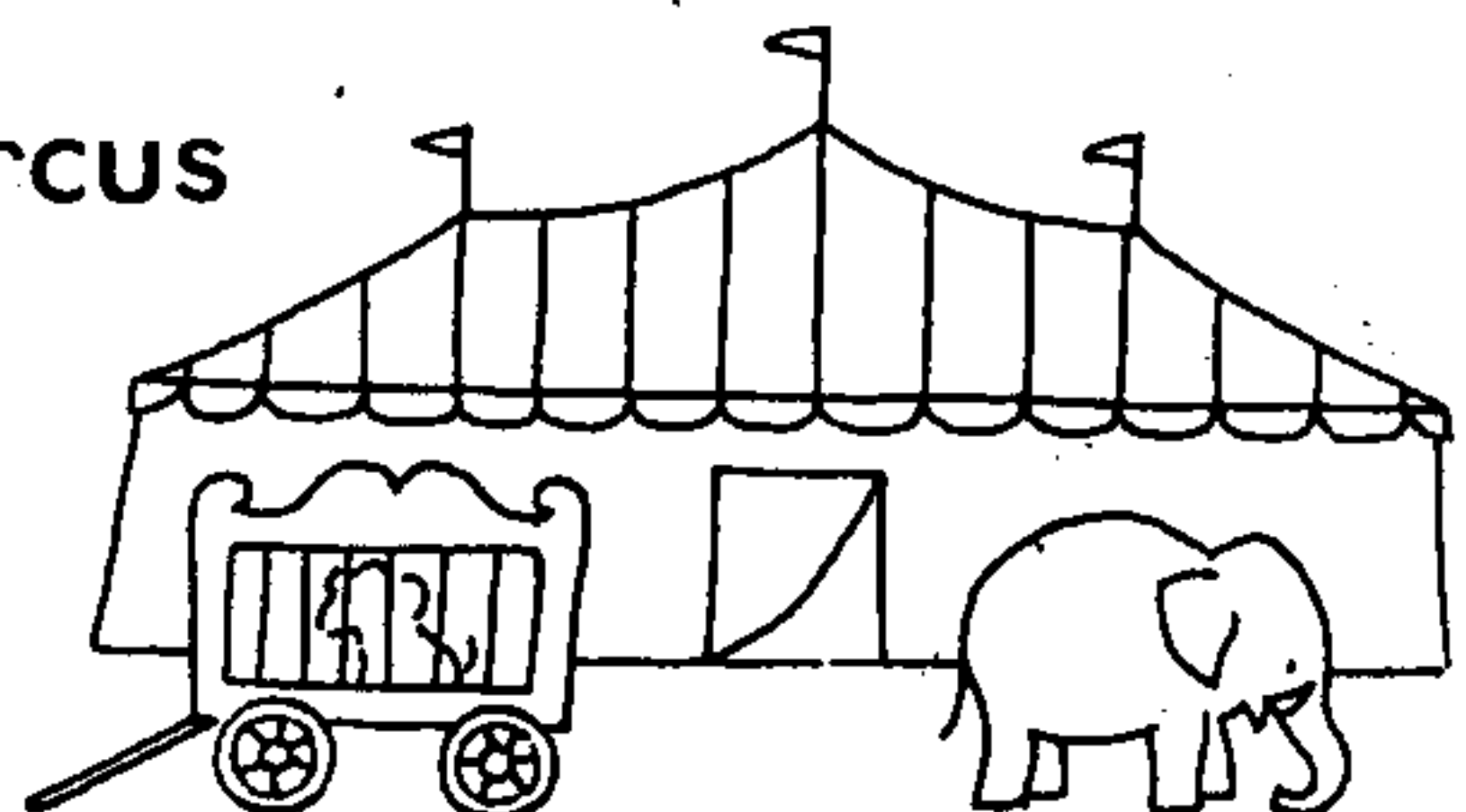
Free Writing ---------------------- (5 Mins.)

Level: 3		
Term: 3	Worksheet	Communication
Week: 7		
Day: 1		

Hard and Soft c

The letter c has two different sounds.
Sometimes c sounds like cat .
Sometimes c sounds like circle ○ .

Say the name of each picture. Draw a square around the picture if you hear the c sound that begins cat. Draw a circle around the picture if you hear the c sound that begins circle.

city

can

cane

celery

cat

circle

circus

Skill: comparing the hard and soft c sounds

Level: 2 **Term: 3** **Week: 7** **Day: 2**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- listen and understand
- listen and write

2. Function: Introducing some one

3. Activity: Listening and Grid filling

4. Material: Worksheet **(Who am I)**

---

5. Procedure:

a. Presentation:

- Explain to your learners that this is an introduction program '**Who Am I?'** They will listen about many speakers and their introductions. First they will only write the number of each speaker and his/her name on the worksheet. In second round they will write the age of the speaker and the place where he/she is from.
- In order to make the task easier, read only from No. 1 to No. 5.Go to the first round and second rounds. When feed back is over, then read again from No. 6 to No. 10 and follow the same procedure in the first and second round of listening.

(Listening Text _____ on the next page)

b. First listening

- Distribute the Worksheets. Read the text from No. 1 to No.5 in a reasonable speed.
- Explain to them that they will only fill up the column No.1 and No. 2
- **Feed back:** Take feed back after the introduction of each speaker.

e.g : **Who is No. ______?**
What is the name of No. _____ ?

c. Second listening

- Ask them to listen again and write the age of each speaker and the place where he/she is from. (column No.3 and 4)
- **Peer checking and feed back.**

Take feed back and ask the following questions.

Where is she/he from? **What is her/ his age?**

5. Follow up:

"Introduce two friends of yours and write two or three lines for each"

Listening text

(Program: Who Am I?)

1. Hello, welcome to "Who am I" program. I am your first speaker. My name is **Uzma**. I'm from Lahore and I am fifteen years old.

2. Hello, welcome to "Who am I" program. I am your second speaker. I'm **Waqas**. I'm from Abbottabad and I am ten years old.

3. Hello, welcome to "Who am I" program. I am your third speaker. I am **Talal**. I am nine years old. I am from Islamabad.

4. Hello, welcome to "Who am I" program. I am your fourth speaker. I am **Nabila**. I am from Balakot. I am twelve years old.

5. Hello, welcome to "Who am I" program. I am your fifth speaker. My name is **Hira** and I am from Karachi. I am ten years old.

6. Hello, welcome to "Who am I" program. I am your sixth speaker. I am **Nauman**. I am from Haripur. I am eight years old.

7. Hello, welcome to "Who am I" program. I am your seventh speaker. My name is **Talha.** I am from Peshawar. I am eleven years old.

8. Hello, welcome to "Who am I" program. I am your eighth speaker. My name is **Saiqa**. I am from Kohat and I am seven years old.

9. Hello, welcome to "Who am I" program. I am your ninth speaker. I am **Rani**. I am form Rawalpindi. I am ten years old.

10. Hello, welcome to "Who am I" program. I am your tenth speaker. I am **Rehan**. I am from Sawat. I am twelve years old.

Level: 2 Term: 3 Week: 7 Day: 2	Worksheet (Who am I?)	Listening

Task 1 : Listen and fill up the columns. No. 1 and No. 2
(*No. 1 is done for you)*

Task2: Listen and fill up the column No. 3 and No. 4

1 *No.*	2 *Name*	3 *Where from?*	4 *Age*
1	Uzma	Lahore	15

Level: 2 Term: 3 Week: 7 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- read and understand the text
- skim and scan

2. Skills: Reading Comprehension, (Silently)

3. Topic: "A story"

4. Material: Text page (**A story**) , Worksheet.

---

5. Procedure:

a. Pre - Reading

- Write the following on the board and ask the learners to match the animal with their habit.

Cats	**Fierce**
Dogs	**Noisy**
Tigers	**Friendly**
Ducks	**Faithful**

- Fierce is a new word in the text so explain the word **fierce** by giving more examples or by showing a picture.

b. Text page.

- Talk about picture
- Ask about tiger:
  1. How does it look?
  2. Does it look fierce or friendly?

c. Worksheet: **(Reading comprehension)**

Task I
Task II
Task III

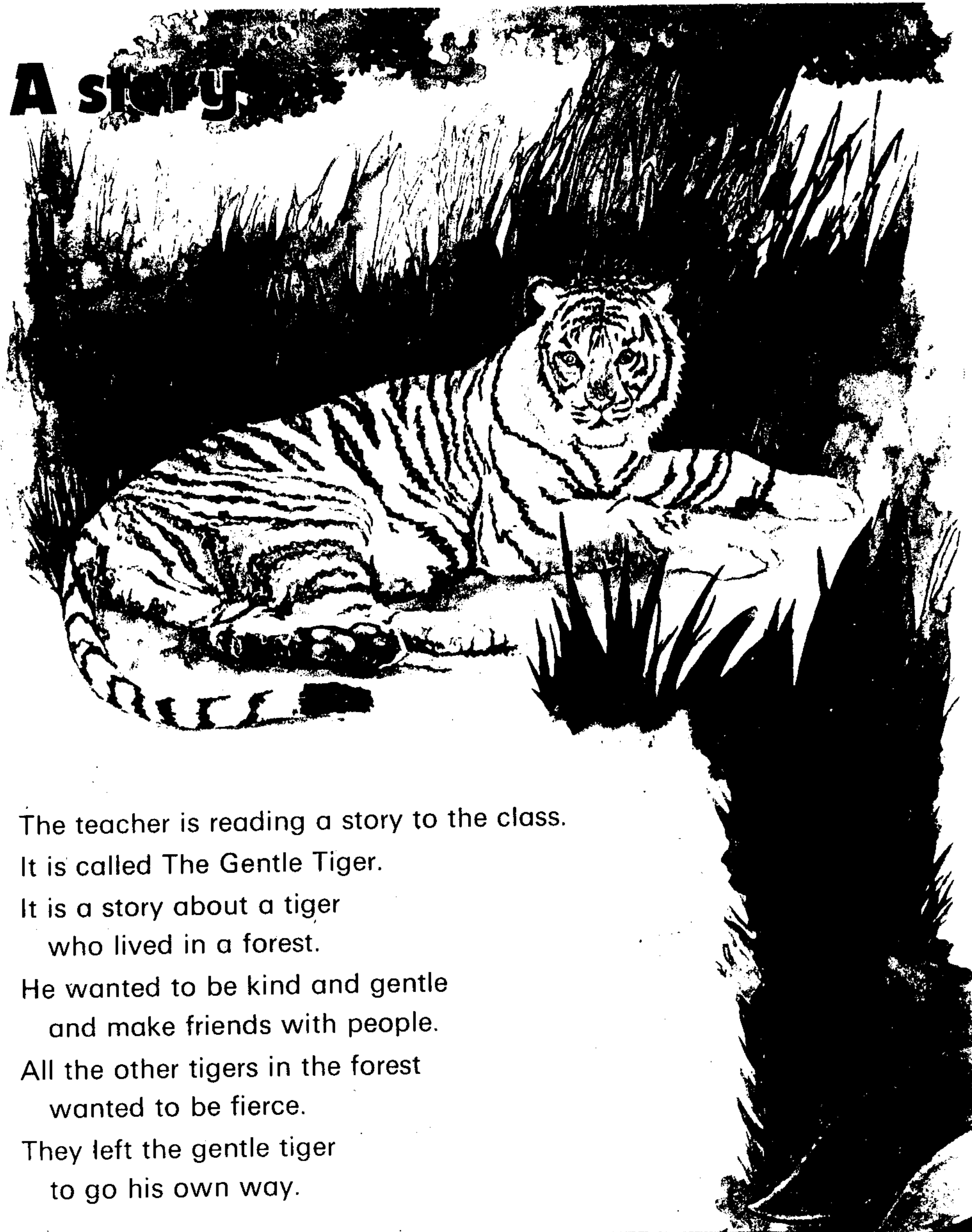
Peer checking and feed back follows each task.

d. Reading Aloud

6. Follow up: "Repeat Task III in your H/Work copy."

Level: 3
Term: 3
Week: 7
Day: 3

Reading Text

A story

The teacher is reading a story to the class.
It is called The Gentle Tiger.
It is a story about a tiger
who lived in a forest.
He wanted to be kind and gentle
and make friends with people.
All the other tigers in the forest
wanted to be fierce.
They left the gentle tiger
to go his own way.

Level: 2 Term: 3 Week: 7 Day: 3	Worksheet	Reading

Task I : Tick ✓ the five sentences that are true.

1. The teacher is reading a story.
   Julie is reading a story.

2. The teacher is reading to herself.
   The teacher is reading to the class.

3. The story is about a lion.
   The story is about a tiger.

4. All the tigers wanted to be friendly with people.
   One tiger wanted to be friendly with people.

5. The gently tiger was left on his own.
   The gentle tiger went with the other tigers.

Task II : Complete these sentences, filling each blank with a word taken from those in the box.

Shell	Neck	Hump	Stripes	Scales	Trunk

1. A tiger has ____________.
2. A giraffe has a long ________________.
3. An elephant has a ________________.
4. A camel has a ________________.
5. A tortoise has a ________________.
6. Most fish have ________________

Task III : Read the text and write the answers.

1. Who is reading the story? ________________________
2. Give a heading of the story ________________________
3. Where did the tiger live? ________________________
4. What did the tiger want? ________________________
5. How are the other tigers in the forest? ____________________

Level: 2 Term: 3 Week: 7 Dav 4	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- describe a person
- write descriptive sentences about a friend.

2. Function: Describing a person.
3. Activity: Interviewing and writing a description.
4. Material: Worksheet (**Friends**)

---

5. Procedure:

a. Pre- Writing
- Prepare your class that they are going to write about their friends.

b. Worksheet.

Follow the procedure as given in the worksheet

Task 1: Ask them to choose a friend and think about him or her. Write the answer of the questions

Task 2: Pair Work

Ask them to sit with his / her friend, about whom they had written in the task No. 1. Ask the questions of this task from yours friend and write the answers.

Task 3: Ask them to write their opinions about his / her friend

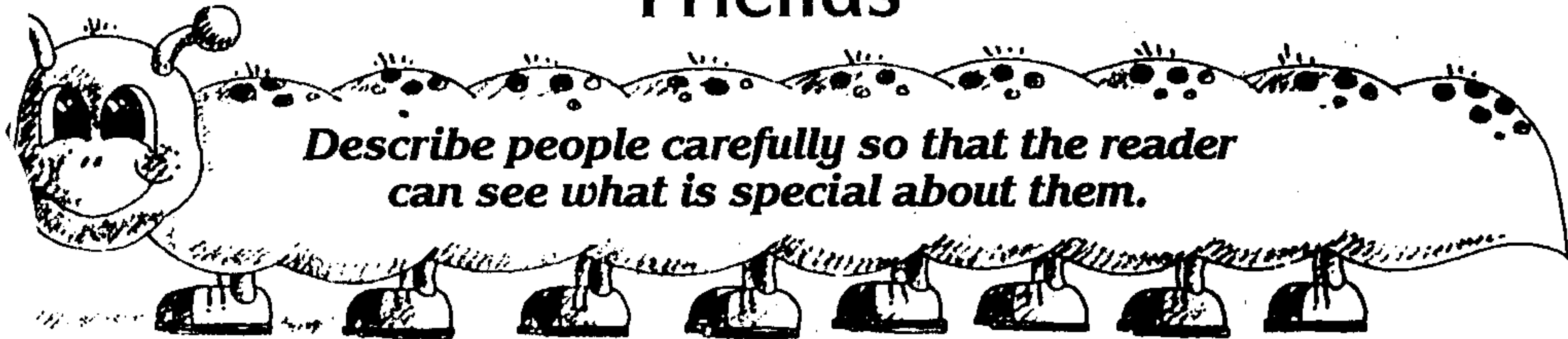
c. Feed back

Take feed back from various students and listen what they have written about their friends

d. Re-Writing
After peer checking ask them to re write a full description of their friends in their class work copies.

6. Follow Up: Repeat Task D

Level: 3 Term: 3 Week: 7 Day: 4	Worksheet	Writing

Friends

1 Choose a friend in your class to write about.

Look at your friend.

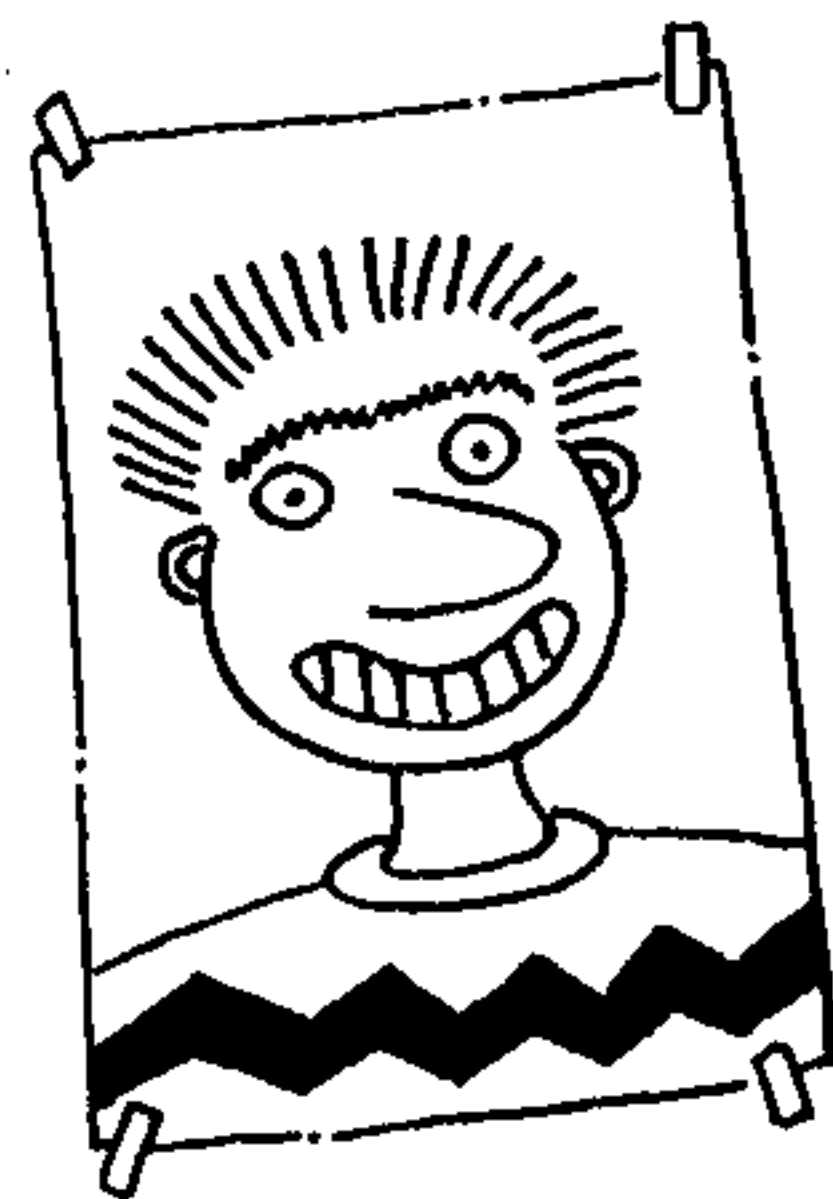
What colour is his or her hair? ______________________

Is it long or short? ________ Is it straight or curly? ________

What colour are his or her eyes? ______________________

What else do you notice about him or her? ______________________

____

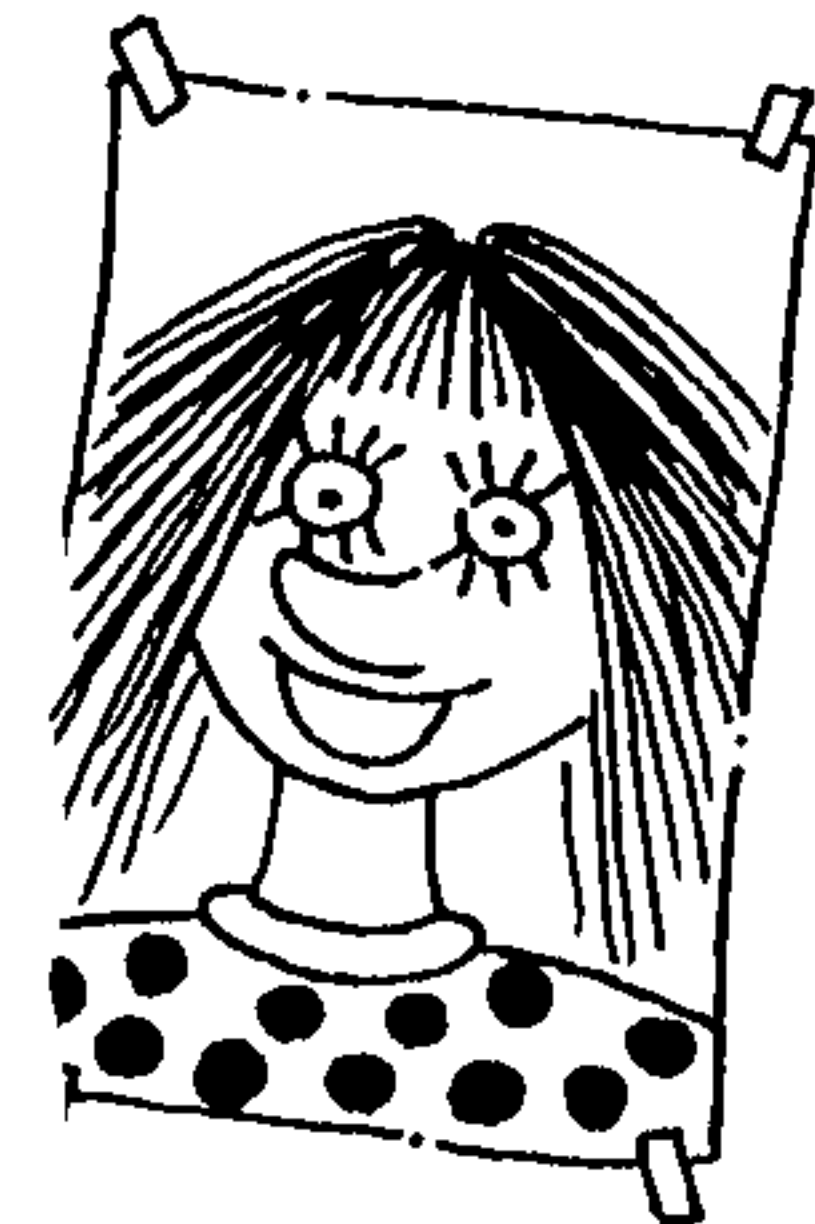
____

2 **Ask** your friend:

How old are you? ________ When is your birthday? ________

What is your favourite game? ______________________

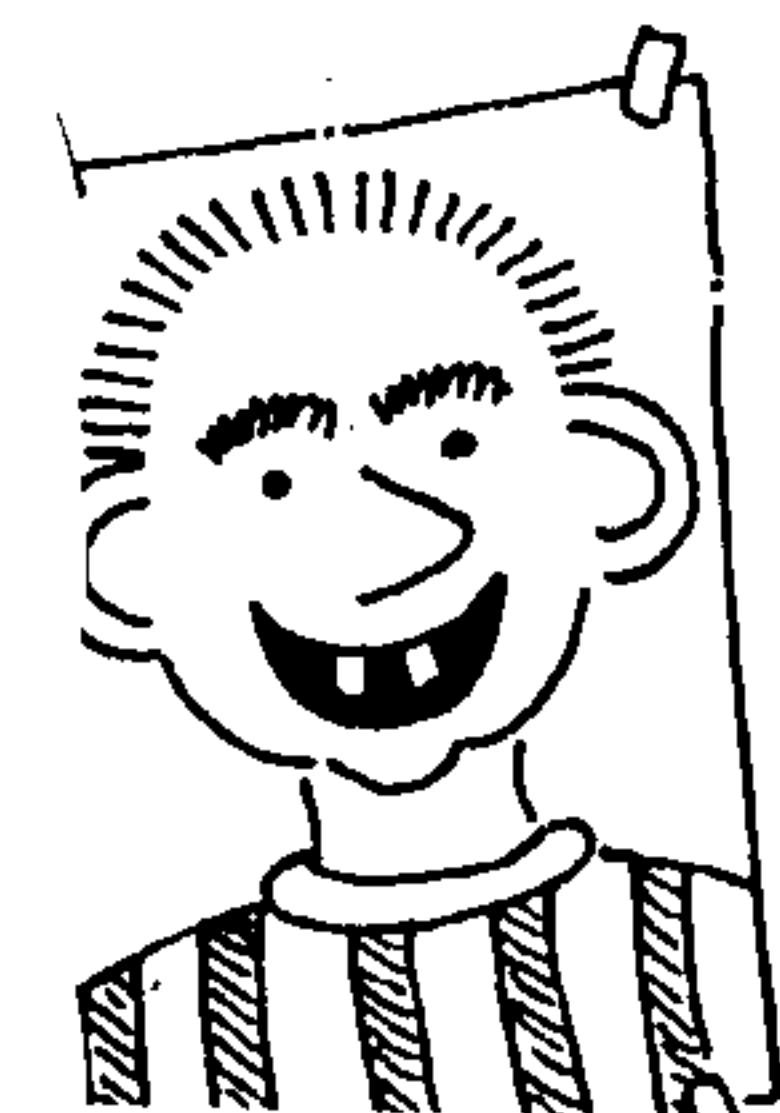
What is your favourite toy? ______________________

What is your favourite food? ______________________

____

3 What do you think makes your friend different from other people? ______________________

____

____

____

Level: 2 **Term:** 3 **Week:** 7 **Day:** 6	**Assessment**

Task I: **Write two words which begin with the following blends.** (4)

a. **sm** ________ ________

sm ________ ________

b. **Write two words which rhyme with the followings.**

cat ________ ________

circle ________ ________

Task II: **Write four lines about a friend you like.** (2)

____

____

____

____

Task III: **Write sentences about your friends, Uzma and Waqar.**
Use the following information. (2)

1. **Uzma** ____________________

   Age / 15 ____________________

   Where from / Lahore ____________________

2. **Waqar** ____________________

   Age / 10 ____________________

   Where from / Abbottabad ____________________

contd....

Task: 4 Read the following text and write the work of each person on the line. (2)

It is five o` clock in the evening.

Sara and Irfan are at home. They are working at the table. Sara is cutting out the picture of cartoons and Irfan is drawing some pictures for his project. Mother is making tea for Dad and Dad is watching television.

Sara	**Irfan**	**Mother**	**Father**
______	______	______	______

Lesson Plan
(English)

Level: 2

Term: 3

Week: 8

Communication	Reading	Writing	Assessment
▪ Blend Review **bl, dr, sk, sn,** ▪ Expressing ability and inability	▪ Text: **"Lunch time"** ▪ Reading aloud, class work	▪ Identifying Questions	×

Level: 2 Term: 3 Week: 8 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- practice with sounds of blends.
- Pronounce the consents blend bl, dr, sk, sn

2. Function: Practicing the blend

3. Activity: Phonic Task

4. Material: Worksheet **(Blend review)**

---

5. Procedure:

a. Write the following blends on the board.

bl dr sk sn

- Explain that:

> **The two consonant letters combine and give a combined sound, which we say, blend.**

- Ask them to give you some words, which begin with these blends. Help them in recalling the words.
- Add up more words into the list. Write them on the board and give them a drill.

bl :	**blow**	**bloom**	**block**	**blunt**
dr :	**drip**	**drop**	**drag**	**drink**
sk :	**skirt**	**skim**	**sky**	**skip**
sn :	**snail**	**snout**	**snow**	**snake**

b. Worksheet

Task I: Help them to read the names of the pictures. Ask them to colour the pictures in each row that begins with the blend in the box.

Task II: Ask about the names of other pictures and tell them to write only the blend under each picture.

Task III: They should color the other picture with different colors – but the words beginning with the given blends will have the same color.

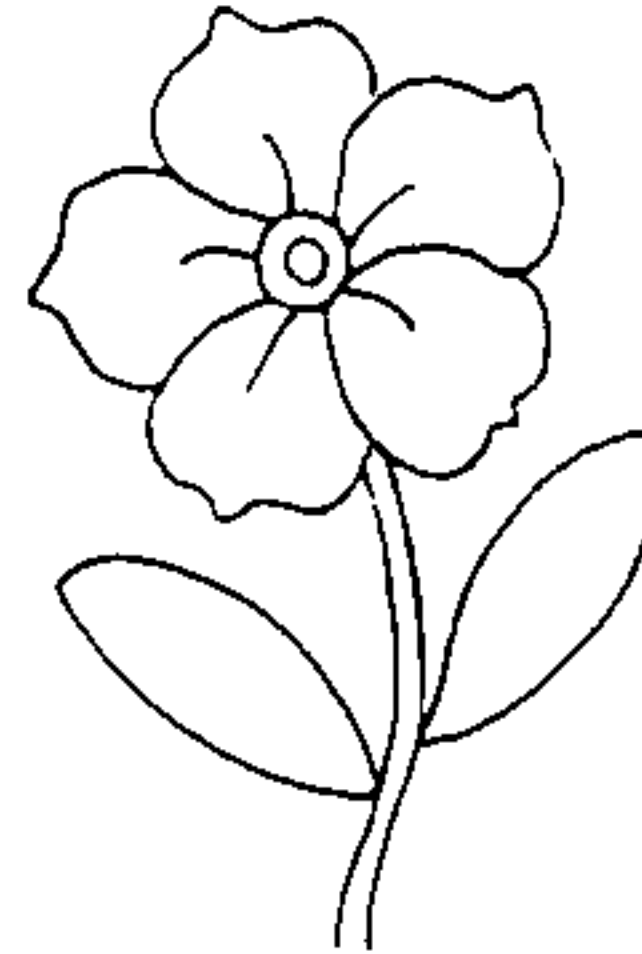
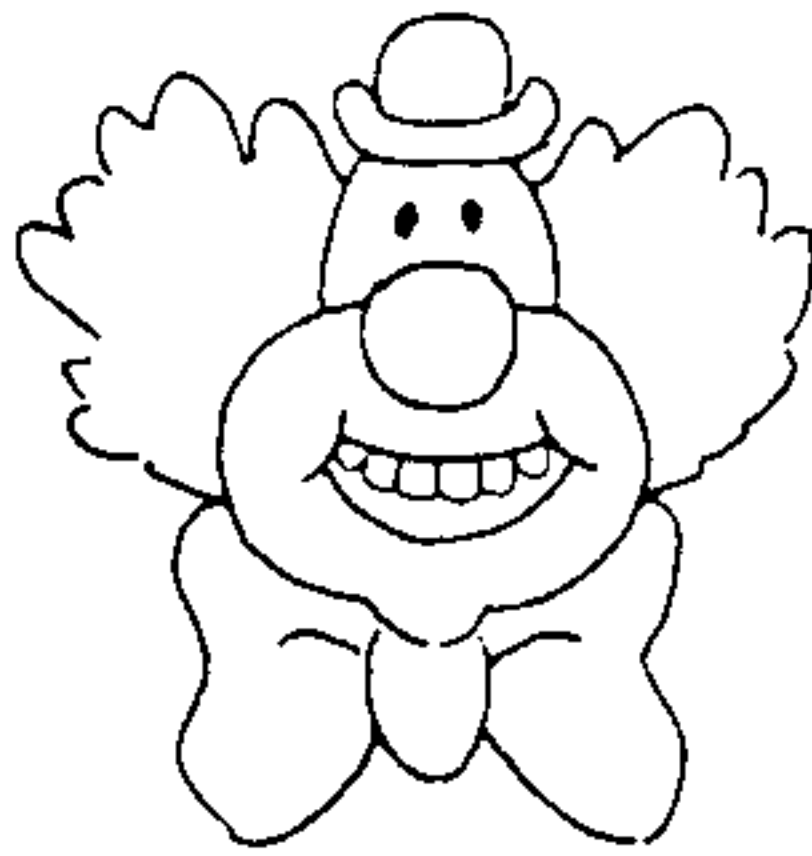
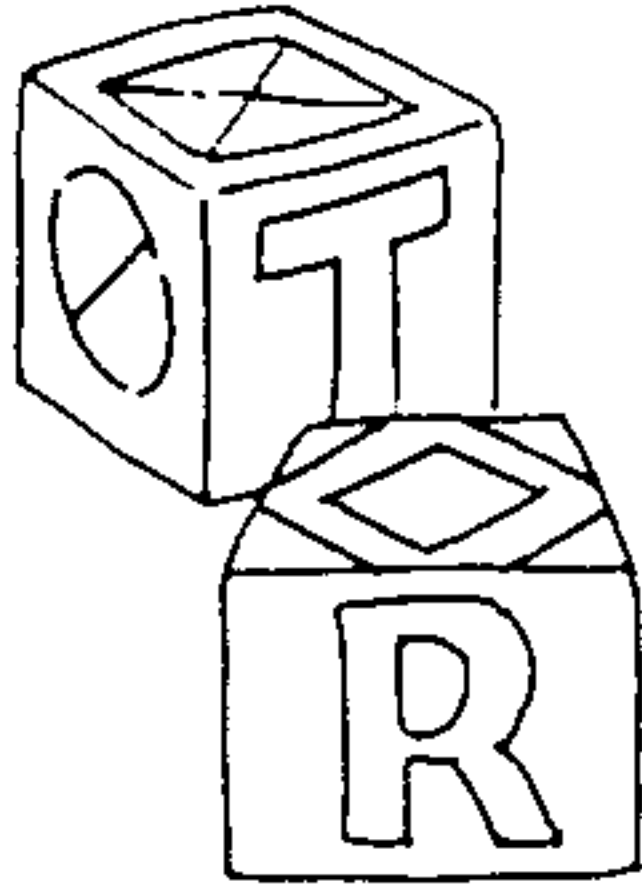
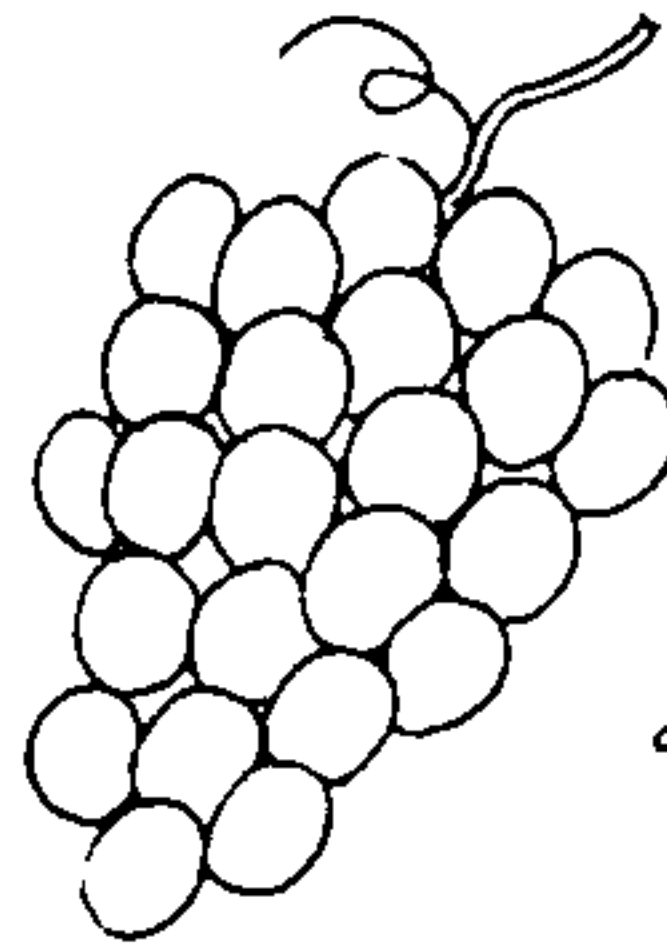
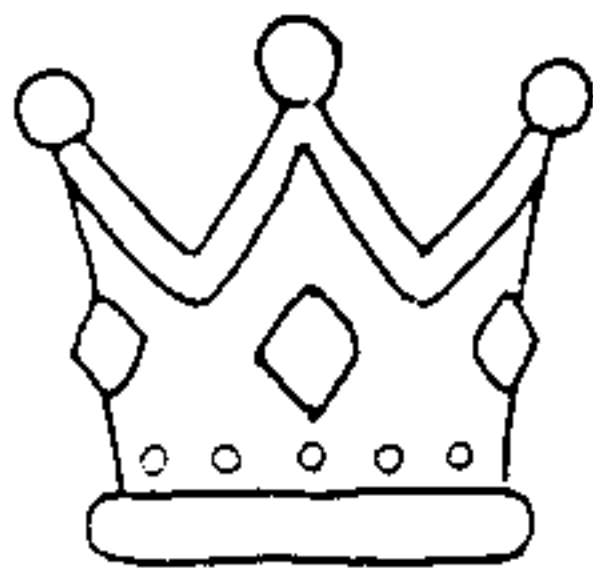
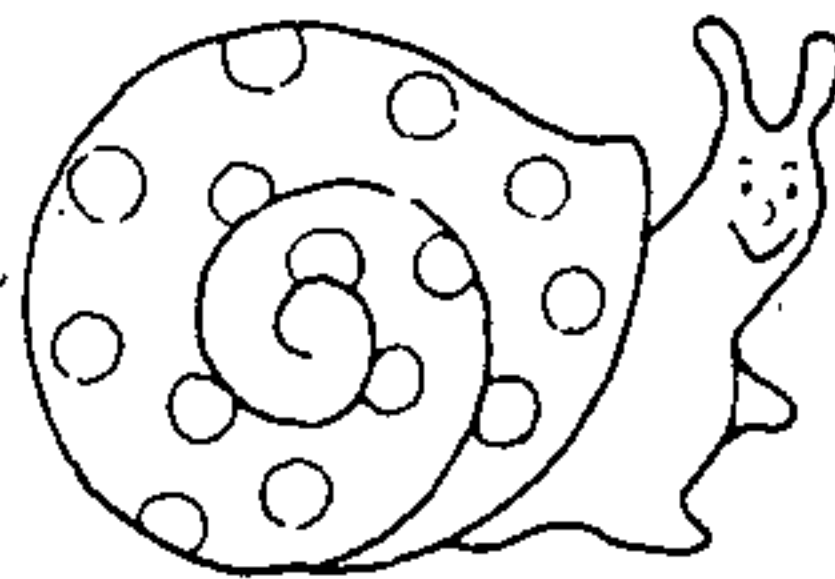
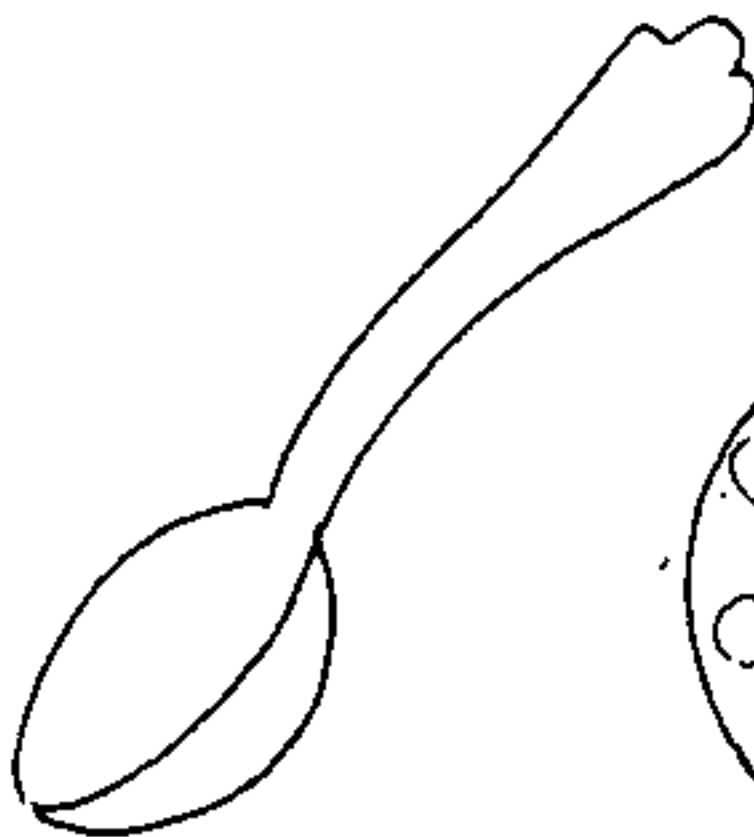
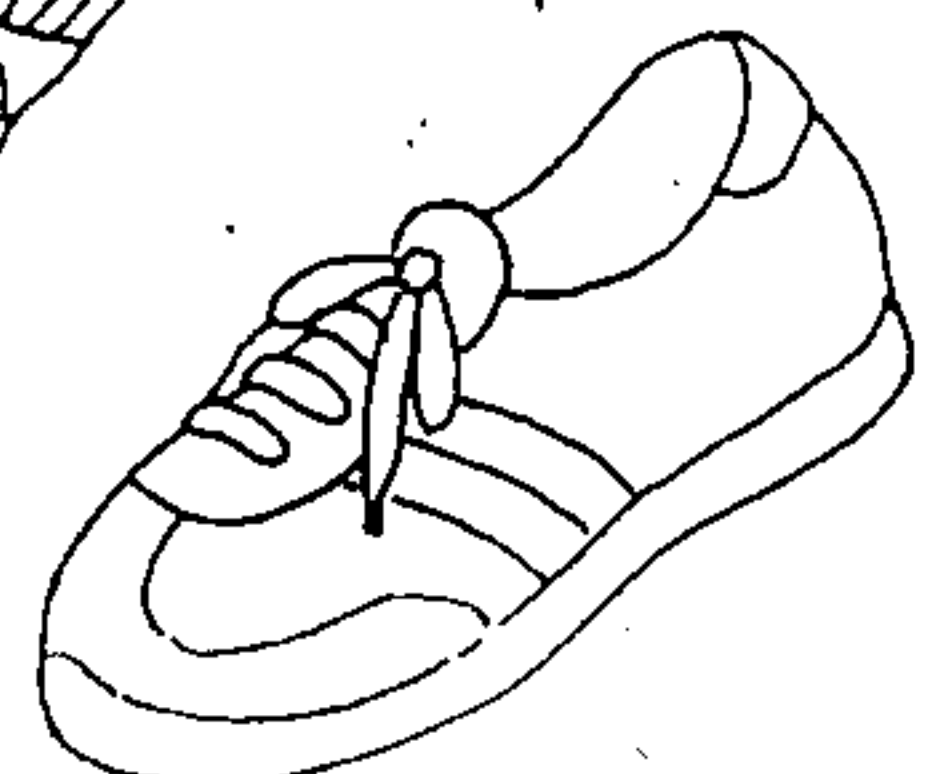
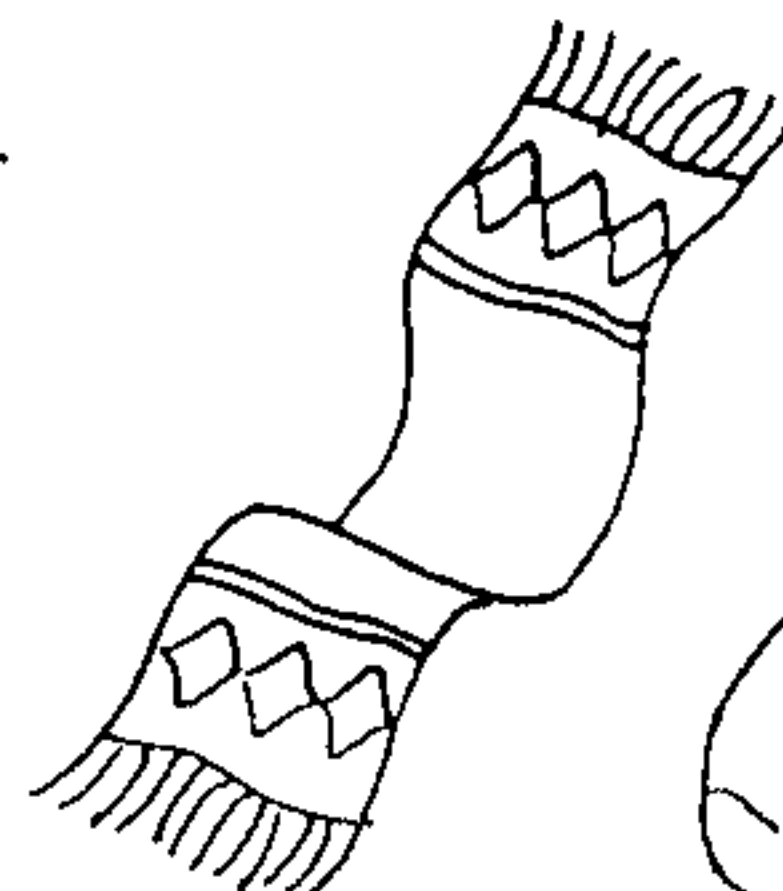
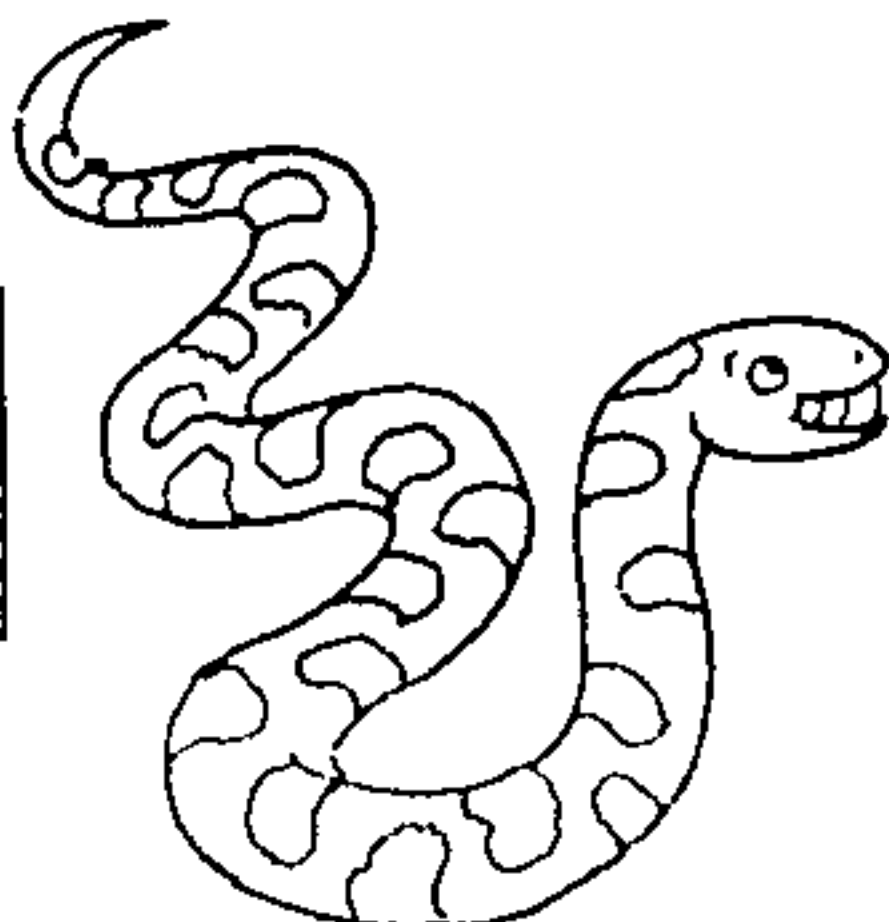
6. Follow Up: Ask them to write three words for each blends.

Free Writing ----------------- (5 Mins.)

Level: 3	Worksheet	Communication
Term: 3		
Week: 8		
Day: 1		

Blend Review - bl, dr, sk, sn

Color the picture in each row that begins with the blend in the box.

Skill: reviewing consonant blends

Level: 2 Term: 3 Week: 8 Day: 2	Lesson Plan	**Communication**

1. Objectives: The learners will be able to:

- Express ability and inability.

2. Function: Expressing ability and inability

3. Activity: Ask and Answer

4. Material: Work sheet (**Alike and Different**)

---

5. Procedure:

a. Presentation

- Ask your learners to tell you about the things they can do and also the things or work they can not do. First give them your own personal examples and write on the board.

  e.g. I can write but I can't paint well.
  I can walk but I can't dance.

- Take some more examples from yours students

b. Ask them to think about animals and birds. Ask the following questions and students will give answers and using short responses. Write the following on the board

- Can a fish swim?	------	**Can a fish fly?**	**- Yes, it can.**
- Can a horse run?	------	**Can a horse fly?**	
- Ca n a dog fly?	------	**Can a dog run?**	**- No, it can't.**
- Can a bird fly?	------	**Can a bird swim?**	

c. Worksheet (Alike and Different)

- Follow the instructions on the worksheet.
- Take feedback orally from everyone for each word in the box. Each child will say two sentences, one for **can** and one for **can't** from the worksheet Help them in saying as many sentences as they can.

d. Consolidation

Ask them to write four sentences about:

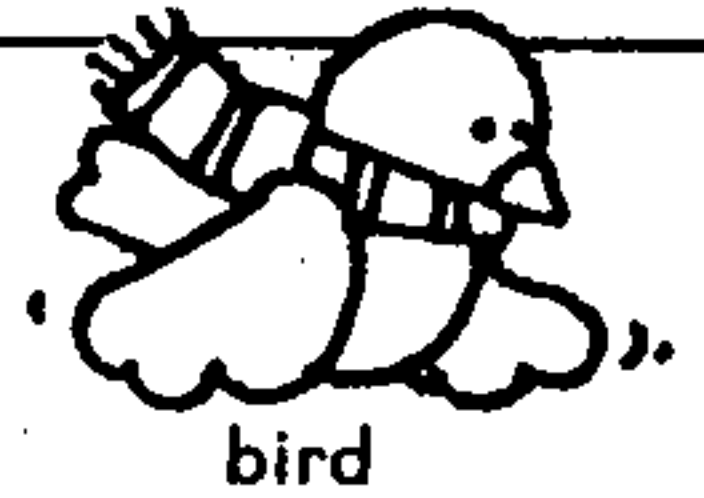
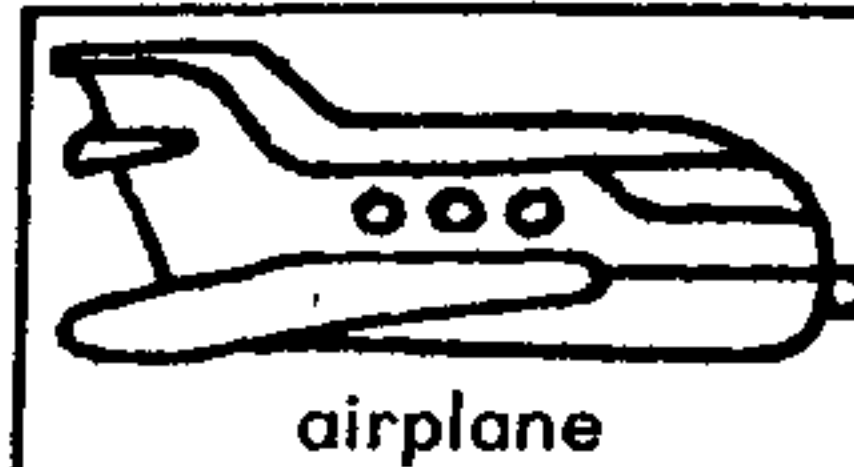
1. A bird can _______.
2. A bird can't ______.

6. Follow up: Repeat Task D

Level: 3 Term: 3 Week: 8 Day: 2	Worksheet	Communication

Alike and Different

Read each sentence. Put an X under airplane if it tells about an airplane. Put an X under bird if it tells about a bird.

Hint: Some sentences will have an X under airplane and bird.

	airplane	bird
1. It can fly.		
2. It can sing.		
3. It can make a nest.		
4. You can ride in it.		
5. It has wings.		
6. It lands on wheels.		
7. It has legs.		

Level: 2 Term: 3 Week: 8 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- read and understand the text
- develop vocabulary

2. Skills: Reading Comprehension, (reading silently)

3. Topic: 'Lunch Time'

4. Material: Text page (**Lunch Time**), Worksheet

---

5. Procedure:

a. Introduction

Write the following food items on the board and ask your learners to match it with eating their eating time. Ask what they eat in lunch and dinner.

Milk & Bread	**Dinner**
Rice & Bread	**Breakfast**
Curry & Bread	**Lunch**

b. Text page

- Talk about the pictures.
- Ask them to guess what they are eating.
-

c. Worksheet.

Task A

Task B

Task C

Peer checking and feed back follows each task.

6. Follow up: "Repeat Task B"

Level: 2
Term: 3
Week: 8
Day: 3

Reading Text

Lunch Time

It is half past twelve.

The children are in the school hall

having their lunch.

It is very noisy in the hall.

Paul and Mark sit with Kay and Lyn.

They are eating meat, potatoes and carrots.

After lunch the children play outside.

George and Andy are not at school.

They go home for their lunch.

Level: 2 Term: 3 Week: 8 Day: 3	Worksheet	Reading

Task A : Read the text and Tick the sentences which are true.

1. **It is half past two.**
   It is half past twelve.
2. **Some of the children are on the roof.**
   Some of the children are in school.
3. **It is lunch time.**
   It is supper time.
4. **It is noisy in the hall.**
   It is quite in the hall.
5. **All children stay at lunch time.**
   Some children go home at lunch time.

Task B : Read the text and find the words for the gaps.

1. **The children are eating ____________ in their lunch.**
2. **Paul and Mark are sitting with ___________________.**
3. **After lunch the children ____________________________.**
4. **George and Andy have lunch with their ________________ .**
5. **Children are having this lunch at ______________________.**

Task C : Here are some mixed up pairs of things that often go together. Put the right parts together.

-	**Fish**	**and**	**Butter**	**Fish and chips**
-	**Knife**	**and**	**Pepper**	______________
-	**Cup**	**and**	**Chips**	______________
-	**Bread**	**and**	**Saucer**	______________
-	**Salt**	**and**	**Fork**	______________

Level: 2 Term: 3 Week: 8 Day: 4	**Lesson Plan**	**Reading**

1. Objectives: To enable the learner to:

- read with fluency
- read with correct pronunciations

2. Skills: Reading Aloud

3. Topic: Lunch Time

. Material: Text Page **(Previous lesson)**

Procedure:

Reading aloud **(20 minutes)**

ᐧollow the suggested procedure

omprehension check (Class work) **(20 minutes)**

Students will take out their class work copy.
Ask them to re-read the text page and write the answer sentence for each question. Write the following questions on the board.

.. **What time is it?**

. **Which boy sits with Kay and Lyn?**

3. **What are the children eating?**

4. **What do the children do after lunch?**

5. **Where do George and Andy go for their lunch?**

6. Follow up: "Repeat the **Task B** in H/work copy"

Level: 2 **Term: 3** **Week: 8** **Day: 5**	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:

- Identify between questions and statements.
- Write the answer of the question.

2. Function: Identifying questions.

3. Activity: Worksheet task.

4. Material: Worksheet. **(Question marks)**

---

5. Procedure:

a. Presentation

Explain the difference of question and statement by the help of writing question and statement and putting question mark (**?**) and full stop (**.**).

b. Worksheet (Pair work)

Do as directed on the work sheet.

Task 1:

Task 2:

Peer checking feed back follows each task.

c. Class work

Ask them to copy the questions and their answers on their C/Work copies.

6. Follow up: "Repeat Task 2

Free Writing ----------- (5 Mins.)

Level: 2 Term: 3 Week: 8 Day: 5	Worksheet	Writing

Question marks

Question marks are used at the end of questions, instead of full stops.

Put a full stop (.) or a question mark (?) at the end of these sentences.

Can I come to tea

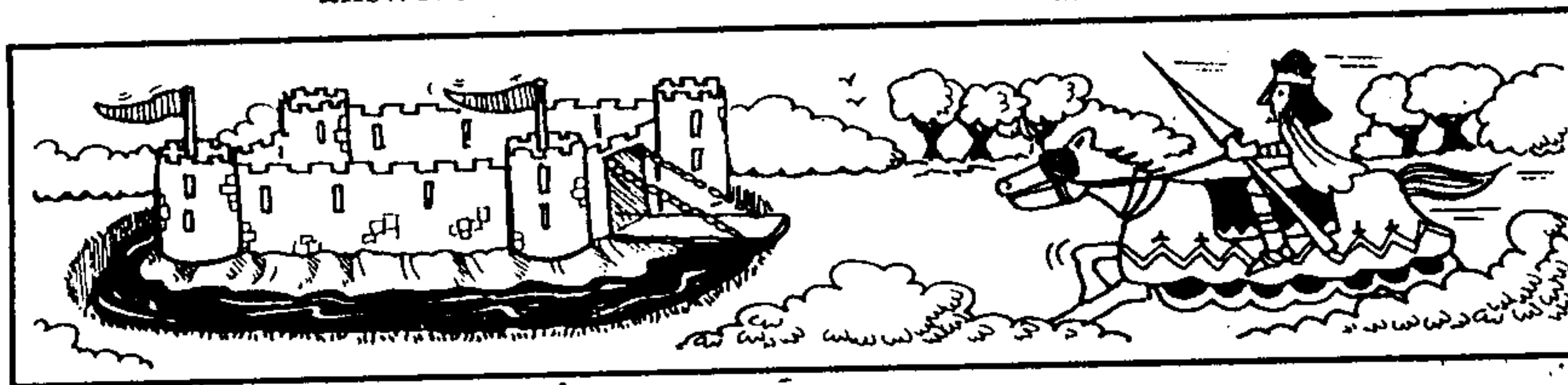
I hope it doesn't rain

Have you been ill

Will you call again soo

Are you going home

answers.

Task: 2. Look at this picture and match the questions with their answers.

How many towers are there?	The castle is on the island.
Where is the flag?	Yes, the drawbridge is open
What is the knight holding?	The knight is holding a lance.
Is the drawbridge open?	There are four towers.
Where is the castle?	The flag is on the tower.